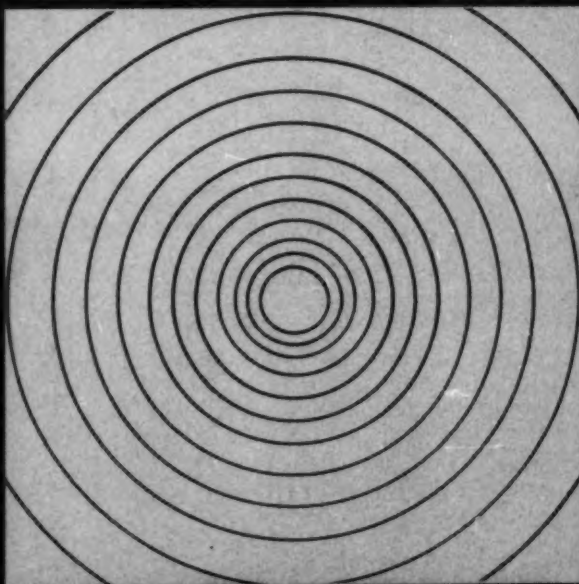
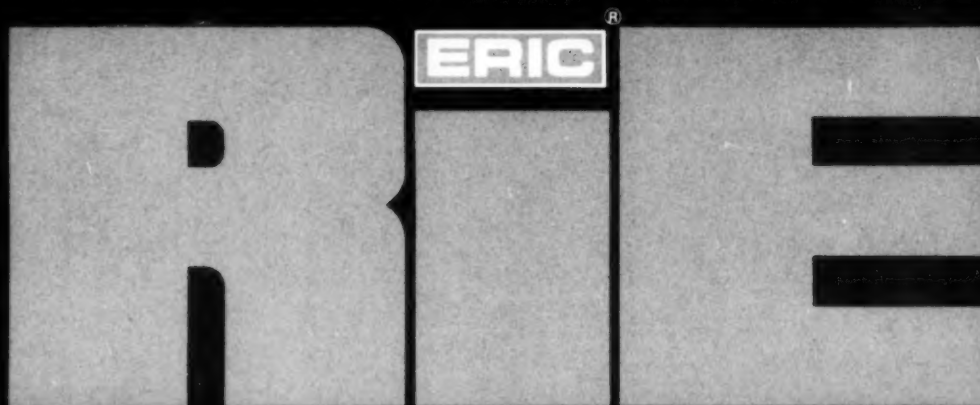


Resources in Education

EDUCATIONAL RESOURCES
INFORMATION CENTER

JANUARY 1986

VOLUME 21 • NUMBER 1



ED 260 173-261 141

SPECIAL ANNOUNCEMENTS

ERIC Document Reproduction Service (EDRS) Announces Price Reduction

(Effective October 1, 1985)

The ERIC Document Reproduction Service (EDRS) has announced that effective October 1, 1985 the price for microfiche copies of ERIC documents has been reduced by 23%.

The new base price for an ERIC title in microfiche is \$0.75 (down from \$0.97). This includes any title that will fit on up to five (5) microfiche (i.e., about 98% of all titles). Each additional microfiche beyond the basic five costs \$0.15 (down from \$0.20).

The new base price for an ERIC title in paper copy is \$1.80 (down from \$2.15) for a document of up to 25 pages. Each additional 25 page increment costs \$1.80 (up from \$1.75).

The prices for back collections, collections by clearinghouses, and other special collections have also been reduced. The EDRS Order Form and the ERIC Price Code Conversion Tables have been revised to reflect the new prices. For further information, call EDRS at 1-800-227-3742.



NIE Name Changed

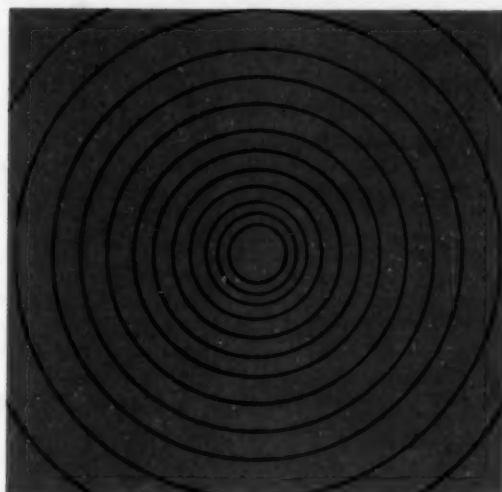
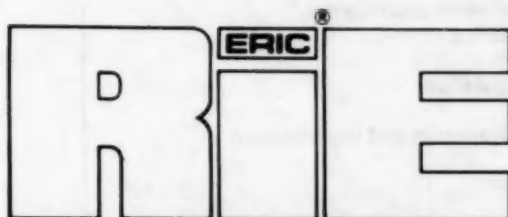
The name of the "National Institute of Education (NIE)" was changed during November 1985 to "Office of Educational Research and Improvement (OERI)". This issue of *Resources in Education* (RIE) reflects this official name change.

RESOURCES IN EDUCATION

ED 260 173-261 141

January 1986

Volume 21 • Number 1



Resources in Education (RIE) is processed for printing by ORI, Inc., under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. Contents do not necessarily reflect official OERI policy.

Copies of *RIE* are available from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding subscription prices (12 issues/year) and single issue prices should be directed to the Superintendent of Documents.

Two *Semiannual Indexes* to *RIE* (January-June and July-December) are also available from GPO. Contact the Superintendent of Documents for prices.

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Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
EJ	— Accession Number Prefix (ERIC Journal Article)
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
OERI	— Office of Educational Research and Improvement
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor],
v. ; 28 cm.

Monthly.

Began with Vol. 10, no. 1 (Jan. 1975)

Cover title.

Vols. for Jan. 1975-Apr. 1980 were classed (Supt. of Docs.): HE 19.210:(v.nos.&nos.)

Description based on: Vol. 14, no. 1 (Jan. 1979)

Vols. for Jan. 1975-Apr. 1980 issued by Dept. of Health, Education, and Welfare, National Institute of Education; May 1980- by the Dept. of

(Continued on next card)

75-644211

AACR 2 MARC-S

76r8209r81jrev

Resources in education ... (Card 2)

Education, National Institute of Education.

Indexes:

Cumulative indexes published semiannually; 1980- one semiannual index issued for Jan.-June.

Continues: Research in education.

Supt. of Docs. no.: HE 19.210; ED 1.310:

GPO: Item 466-A

ISSN 0098-0897 = Resources in education.

1. Educational research—Bibliography. 2. Education—Bibliography. I. United States. National Institute of Education. II. Educational Resources Information Center.

DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432j

Z5813.R4

016.370'78

75-644211

[LB1028j

AACR 2 MARC-S

Library of Congress

76r8209r81jrev

Introduction

RESOURCES IN EDUCATION (RIE) —A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208

ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources in Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with the prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources in Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources in Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 4833 Rugby Avenue, Bethesda, MD 20814. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How To Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of *RIE* entitled "How to Order **RESOURCES IN EDUCATION**."

Introduction

The purpose of this study is to investigate the effects of the proposed changes on the system. The study is divided into two main parts: a theoretical analysis and an empirical study.

The theoretical analysis is based on the principles of the proposed changes. It is divided into two main parts: a theoretical analysis and an empirical study.

The empirical study is based on the results of the theoretical analysis. It is divided into two main parts: a theoretical analysis and an empirical study.

The results of the empirical study are presented in the following sections. The first section presents the results of the theoretical analysis. The second section presents the results of the empirical study.

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HIGHLIGHTS Of Special Interest

ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Copies are usually available directly from the responsible clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304. Special collections of clearinghouse publications are also available on microfiche from EDRS, as follows:

1975-77	(574 documents).....	\$120.95	(includes postage)
1978	(211 documents).....	\$ 43.45	(includes postage)
1979	(159 documents).....	\$ 36.93	(includes postage)
1980	(176 documents).....	\$ 39.05	(includes postage)
1981	(173 documents).....	\$ 39.05	(includes postage)
1982	(181 documents).....	\$ 39.05	(includes postage)

Citations (By Clearinghouse)

ED 260 300 CE 042 374

Lee, Jasper S.
Agricultural Education: Review and Synthesis of the Research, Fourth Edition. Information Series No. 298.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 47p.
EDRS Price - MF01/PC02 Plus Postage.
Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN298—\$4.75).

ED 260 301 CE 042 375

Olivier, William F.
Videodiscs in Voc Ed. Information Series No. 299.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 40p.
EDRS Price - MF01/PC02 Plus Postage.
Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN299—\$4.75).

ED 260 302 CE 042 376

Parsons, Michael H.
Part-Time Occupational Faculty: A Contribution to Excellence. Information Series No. 300.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 50p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN300—\$5.50).

ED 260 303 CE 042 377

Isley, Paul
Adult Literacy Volunteers: Issues and Ideas. Information Series No. 301.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 55p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN301—\$5.50).

ED 260 304 CE 042 378

Lopez-Valadez, Jeanne, Ed. And Others
Immigrant Workers and the American Workplace: The Role of Voc Ed. Information Series No. 302.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 56p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN302—\$5.50).

ED 260 305 CE 042 379

Meyer, David P.
Underemployment from a Human Services Perspective. Information Series No. 303.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio; 77p.
EDRS Price - MF01/PC04 Plus Postage.
Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN303—\$6.25).

RIE Highlights

ED 260 306 CE 042 380

Fitzgerald, Louise F.
Education and Work: The Essential Tension. Information Series No. 304.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 56p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN304—\$5.50).

ED 260 489 EA 017 747

Fielding, Glen D. Scholock, H. Del
Promoting the Professional Development of Teachers and Administrators. ERIC/CEM School Management Digest Series, Number 31.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Oregon Univ., Eugene. Center for Educational Policy and Management.; 83p.
EDRS Price - MF01/PC04 Plus Postage.
Alternate Availability—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (\$5.95 prepaid; quantity discounts; \$2.00 added for shipping and handling on invoiced orders).

ED 260 675 HE 018 754

Mortimer, Kenneth P. And Others
Flexibility in Academic Staffing: Effective Policies and Practices. ASHE-ERIC Higher Education Report No. 1, 1985.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; 121p.
EDRS Price - MF01/PC05 Plus Postage.
Alternate Availability—Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (\$7.50, nonmembers; \$6.00, members).

ED 260 853 RC 015 375

Rendon, Laura J.
Preparing Mexican Americans for Mathematics and Science-Based Fields: A Guide for Developing School and College Intervention Models.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; 109p.
EDRS Price - MF01/PC05 Plus Postage.
Alternate Availability—ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, NM 88003 (\$6.50).

ED 260 890 SE 045 906

Suydam, Marilyn N.
Achievement in Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

ED 260 891 SE 045 907

Suydam, Marilyn N.
The Role of Review in Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; 3p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

ED 260 892 SE 045 915

Suydam, Marilyn N.
Achievement in Mathematics Education. Information Bulletin No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; 9p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

ED 260 907 SE 045 942

Disinger, John F. Fortner, Rosanne W.
Using Computers for Environmental Education. Information Bulletin No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; 9p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

ED 260 945 SE 045 997

Reyes, Laurie Hart Stonic, George M. A.
A Review of the Literature on Blacks and Mathematics. Information Bulletin No. 1, 1985.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; 9p.
EDRS Price - MF01/PC01 Plus Postage.
Alternate Availability—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

ED 261 060 SP 026 735

Alderman, M. Kay, Ed. Cohen, Margaret W., Ed.
Motivation Theory and Practice for Preservice Teachers. ERIC Teacher Education Monograph No. 4.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; 73p.
EDRS Price - MF01/PC03 Plus Postage.
Alternate Availability—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036 (\$7.50 prepaid).

DOCUMENT SECTION

SAMPLE RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321

Smith, John D. Johnson, Jane

Career Planning for Women.

Central Univ., Chicago, IL.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No. — CU-2081-S

Pub Date — May 83

Contract— NIE-C-83-0001

Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).

Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 (\$3.25).

Language—English, French

Pub Type— Speeches/Meeting Papers (150)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors — Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms, preceded by an asterisk, are printed in the subject index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

	Page		Page
AA —ERIC Processing and Reference Facility	1	JC —Junior Colleges	90
CE—Adult, Career, and Vocational Education	1	PS—Elementary and Early Childhood Education	97
CG—Counseling and Personnel Services	23	RC—Rural Education and Small Schools	108
CS—Reading and Communication Skills	33	SE—Science, Mathematics, and Environmental Education	114
EA—Educational Management	50	SO—Social Studies/Social Science Education	123
EC—Handicapped and Gifted Children	55	SP—Teacher Education	132
FL—Languages and Linguistics	62	TM—Tests, Measurement, and Evaluation	140
HE—Higher Education	67	UD—Urban Education	146
IR—Information Resources	80		

AA

ED 260 173 AA 001 141
Resources in Education (RIE). Volume 21, Number 1.

Educational Resources Information Center (ED), Washington, DC; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 86

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, \$51.00 (Domestic), \$70.00 (Foreign).

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

CE

ED 260 174 CE 040 701
Yazykova, V. S.
The Role of Soviet Trade Unions in the Lifelong Education of Workers. Adult Education in Europe. Studies and Documents No. 17. European Centre for Leisure and Education, Prague (Czechoslovakia).
Pub Date—83
Note—116p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Education, Adult Learning, Adults, *Continuing Education, Educational Improvement, Educational Needs, Industrial Education, Labor Education, Labor Needs, *Lifelong Learning, Nonformal Education, Postsecondary Education, *Role of Education, *Unions

Identifiers—*USSR

In the U.S.S.R., the trade unions see the continuous growth of the general educational, cultural and technical level of all workers as one of the conditions of social and scientific progress in the interests of the working class. The role of the unions in the lifelong education of the population is determined by their status in the political system of the socialist state. The trade unions, under socialism, participate directly in managing state and public affairs, in planning the country's economic and social development, in raising the general educational, cultural, and technical level of the Soviet people. The unions participate in a businesslike manner in the development and improvement of all types of general and specialized education, as well as in the plan-based training and retraining of workers in accordance with the requirements of production and management conditioned by the high rate of scientific-technological progress in the interests of the working people. The Soviet trade unions take part in planning the training of personnel, in staffing educational establishments, in organizing cultural and mass activities and educational work among industrial and agricultural workers, at the workplace and at community cultural and educational institutions. The trade unions have at their disposal a solid material base for participation in the organization of lifelong education; about 25 percent of the union budget is earmarked for cultural activities, physical training, and sports. Unions in the U.S.S.R. participate in improvements in the education system, develop lifelong education, and carry out the system of trade union education. (KC)

ED 260 175 CE 040 923
Bell, James D.

Letters of Recommendation/Verbal References Should Not Become Endangered Communications: An Analysis of Rights, Responsibilities, and Duties of References.

Pub Date—Mar 84

Note—10p.; Paper presented at the Annual Meeting of the Southwest American Business Communication Association (San Antonio, TX, March 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, Civil Rights, *Confidential Records, Disclosure, *Federal Legislation, Guidelines, *Legal Problems, *Legal Responsibility, Privacy, Student Records, Student Rights, *Teacher Responsibility, *Teacher Rights, Torts

Identifiers—Buckley Amendment, Fair Credit and Reporting Act 1970, Family Educational Rights and Privacy Act 1974, Freedom of Information Act, *Letters of Recommendation, Privacy Act 1974

In view of the dramatic increase in the numbers of laws and lawsuits since the 1960s, teachers must become aware of the privacy considerations and potential legal problems that may arise when writing a letter of recommendation or giving a verbal reference. They should become familiar with present common law doctrine and recent legislation pertaining to exactly what constitutes legally defensible information in a recommendation. The following four laws presently and potentially affect references: the Privacy Act of 1974, the Fair Credit and Reporting Act of 1970, the Family Educational Rights and Privacy Act of 1974 and the Buckley Amendment (1974), and the Freedom of Information Act (1966). Besides knowing how these laws affect information, persons providing references should also know how common law dealing with defamation, libel, and slander affect communication. The defenses afforded persons providing statements and letters of recommendation include the securing of permission (waiver), proving that a statement made is true, and using the doctrine of qualified privilege. (This paper includes 10 guidelines for defensible recommendations.) (MN)

ED 260 176 CE 041 086

Frith, Michael, Ed. Reed, Horace R., Ed.

Lifelong Learning Manual: Training for Effective

Education in Organizations.

Massachusetts Univ., Amherst. Community Education Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—82

Note—51p.

Available from—Citizen Involvement Training Program, 225 Furcolo Hall, University of Massachusetts, Amherst, MA 01003 (\$5.00 plus postage; 5-19 copies-10% discount; over 20-20% discount).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Adult Learning, Agency Cooperation, Andragogy, Classroom Techniques, Conflict Resolution, Educational Resources, Guidelines, Learning Activities, Lesson Plans, *Lifelong Learning, Nonformal Education, *Organizations (Groups), Postsecondary Educa-

tion, Program Improvement, Staff Development, *Teaching Methods, Training, *Workshops

This manual is designed to provide trainers with detailed information on designing and implementing workshops concerning lifelong learning. The handbook is intended for trainers working as educational, staff development, and organizational development consultants in such organizations as human service agencies, business and industry, self-help groups, libraries and museums, religious institutions, and continuing education institutions. The manual first provides a brief discussion of the lifelong learning concept. The second section contains a description of the Lifelong Learning Scale Instrument, and this is followed by an explanation of the basic design of the workshop modules contained in this guide. Each module is aimed at objectives that differ as to situational and target population contexts. These workshop modules include activities for single organization target populations; for cross-agency target groups; for inter-agency conflict management; and for research and teaching usage. A final section provides trainers with an indepth explanation of the descriptors used at the two ends of the formal-nonformal continuum of the 11 variables of the lifelong learning scale. A bibliography of relevant sources, and materials used in the modules, are appended. (KC)

ED 260 177 CE 041 213
Preparation for Employment Curriculum. Teacher's Manual.

New York State Div. for Youth, Albany.
Spons. Agency—New York State Dept. of Labor, Albany. CETA Operations Div.
Pub Date—82
Note—499p.

Available from—New York State Division for Youth, Office of Youth Employment Services, 84 Holland Avenue, Albany, NY 12208 (\$30.00).
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Audiovisual Aids, Communication Skills, Correctional Education, Decision Making Skills, Delinquency, *Disadvantaged Youth, Educational Resources, Employment Interviews, *Employment Potential, Employment Programs, Entry Workers, Human Relations, Job Application, *Job Search Methods, *Job Skills, Learning Activities, Rehabilitation Programs, Secondary Education, Teaching Methods, Units of Study

This curriculum was designed to help teachers to prepare youth for employment. It is targeted for youth who are not academically oriented, have a low reading level, and are easily distracted, but it is intended to be flexible enough to challenge academically advanced youth as well. This curriculum was developed to serve as a teacher's manual, a resource book, and a collection of written classroom activities (student workbook). The media section and bibliography serve as resources as does much of the information contained in the lessons. Many lessons are accompanied by student work sheets that can be reproduced. The curriculum is intended to be taught in a group-pace model. The curriculum consists of 10 units, each containing an average of five or six 45-minute lessons, and the course is designed to be taught during a 10-12 week school term. The units cover the following topics: introduction, targeted choice, the job search, communication, applications, the interview, decision making, the new worker, human relations on the job, and looking ahead. Lessons contain an overview, purpose, notes, learning activities, and resources. Extensive lists of media are included in the curriculum. (KC)

ED 260 178 CE 041 346
How to Translate Volunteer Skills into Employment Credentials. (Revision.)

Maryland State Commission for Women, Baltimore.

Pub Date—Apr 84
Note—25p.
Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Education, *Employment Qualifications, Employment Services, Evaluation Criteria, Evaluation Methods, Females, Guidelines, *Job Application, Job Search Methods, Job Skills, *Resumes (Personal), *Transfer of Training, *Volunteers, *Work Experience
Identifiers—*Maryland

This booklet was created to help women develop resumes and complete employment applications in

order to translate their volunteer experiences into employment credentials. It can also serve as a guide to help employers evaluate a volunteer's experience. Procedures for evaluating volunteer experience are outlined following an introduction. Presented next are guidelines to assist employers and volunteers in making volunteerism work for them. Three case histories of women who succeeded in translating volunteer skills into employment credentials are presented. Concluding the guide are a list of additional resources, general Maryland resources, a list of local commissions for women and displaced homemaker centers in Maryland, and a list of the members of the Maryland Commission for Women. (MN)

ED 260 179 CE 041 415
August, Bonnie

Getting Started: Adult Education, Reading, and Writing. An Annotated List of Bibliographies for Youth and Adult Literacy Programs.

Literacy Assistance Center, New York, NY.
Pub Date—Oct 84
Note—24p.; For related documents, see CE 041 416-417.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Programs, Annotated Bibliographies, Content Area Reading, *Literacy Education, *Reading Materials, Secondary Education, Textbooks, Workbooks, *Writing (Composition), Youth Programs

This annotated list of nine bibliographies in the fields of adult basic education, reading, and writing is the first step in guiding adult literacy programs, especially in New York City, to choose the best and most appropriate materials for use by their students and staff. The bibliographies have three important characteristics: (1) wide range of materials from a variety of sources or materials not easily found elsewhere; (2) clear, accurate, and informative annotations; and (3) focus on reading and writing for English speakers who read at 0 to eighth-grade levels. The bibliographies describe a range of materials for these purposes: general interest, reading for enjoyment, reading in the content areas/life skills, reading and language texts or workbooks, and writing. The annotations include information in this format: title, compiler(s), date of publication, target population (student/s), staff and type of program suggested for reading level (and what this is based on, if given), selection policy (a brief description or list of criteria, if given), annotation (often includes sample entry, mentions special features and gaps), and ordering information. (YLB)

ED 260 180 CE 041 416
Marrapodi, Maryann

Booting Up: A Computer-Assisted Bibliography. An Annotated List of Educational Computer Software for Youth and Adult Literacy Programs.

Literacy Assistance Center, New York, NY.
Pub Date—Dec 84
Note—13p.; For related documents, see CE 041 415-417.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Programs, Books, *Computer Literacy, Computers, *Computer Software, Courseware, Filing, *Language Arts, *Literacy Education, Microcomputers, Problem Solving, Reading, Secondary Education, Word Processing, Youth Programs
Identifiers—Computer Uses in Education

This guide is a selected list of 25 software packages and 15 books about educational computing. It is the first step in guiding librarians, teachers, tutors, and other literacy providers to choose the best and most appropriate software for use by their students and staff. Software is divided by these topics: problem-solving software, tool programs or multiuse programs to help solve real problems (word processing programs and filing/data base programs), and reading/language arts programs (drill and practice or tutorial programs in the areas of communication arts). For each software package this information is provided: title, source and address, cost, and a brief annotation. Two lists of suggested instructional computing books are provided: general books about computers and education and books on LOGO programming. (YLB)

ED 260 181 CE 041 417

Griswold, Karen
Bibliography of Professional Materials: Literacy, Reading, Writing.

Literacy Assistance Center, New York, NY.
Pub Date—85
Note—9p.; For related documents, see CE 041 415-416.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Educational Research, Literacy, *Literacy Education, Program Descriptions, *Reading Comprehension, Reading Improvement, *Reading Instruction, Secondary Education, Teaching Guides, *Writing Instruction

This annotated bibliography contains listings of 7 publications on literacy, 16 on reading, and 14 on writing. These professional materials include books, collections of articles, research reports, proposals, program descriptions, descriptions of teaching methods, dictionaries, teacher guides, and exercises/strategies for the learner. Materials in the literacy section cover educational philosophies and techniques and literacy campaigns. Topics of materials in the reading section include reading instruction, concept development in the child, reading comprehension, the reading process, language experience approach to literacy, and family literacy. The writing section contains materials on such topics as writing improvement, writing instruction, and the writing process. The author(s), title, publisher and date of publication, and a brief annotation are provided for each publication. (YLB)

ED 260 182 CE 041 455

Fike, Linda Barber
Values and Moral Education for the Adult throughout the Life Span: An Annotated Bibliography.

Pub Date—85
Note—20p.
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, Adult Education, Adult Learning, Adults, Developmental Stages, Ethical Instruction, Ethics, *Moral Development, Moral Issues, Postsecondary Education, Value Judgment, *Values, *Values Education

This annotated bibliography focuses on values and moral education throughout the adult life span. The bibliography brings together the landmark literature on values and moral education and specialized topic areas that would interest those who work with adults. The bibliography is divided into five sections. Part I includes references about values and education; Part II, values theory; Part III, values and the adult learner; Part IV, teaching techniques for the adult learner; and Part V, values and the professional. The bibliography lists and describes 42 references. (KC)

ED 260 183 CE 041 708

Branson, Bonnie
Clinical Guidelines. Dental Hygiene Program.

Southern Illinois Univ., Carbondale.
Pub Date—Jul 85
Note—38p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Associate Degrees, *Clinical Experience, *Dental Clinics, Dental Evaluation, Dental Health, *Dental Hygienists, Dentistry, Dress Codes, Equipment, *Guidelines, Higher Education, Occupational Safety and Health, Record-keeping, *Student Behavior, Student College Relationship, Student Development, Student Evaluation, Student Problems, *Student Responsibility, Student Rights, Student Role
Identifiers—*Southern Illinois University Carbondale

This manual contains information concerning the policies and procedures of the Southern Illinois University-Carbondale Dental Hygiene Clinic. The manual is presented in a question/answer format for the information and convenience of dental hygiene students in the program, and is intended to answer their questions concerning clinical policies and procedures. The policies and procedures cover the following situations: faculty, objectives, conduct code, appearance, absences and tardiness, time use, requirements, types (i.e., degree of difficulty of the oral conditions presented), patients, patient charts, forms, schedule of appointment activities, health

and safety, premedicated patients, equipment, instruments, and ultrasonic scaling devices. A technique evaluation form for rating students also is included in the booklet. (KC)

ED 260 184 CE 041 946
Publishing an Anthology of Adult Student Writing:
A Partnership for Literacy.

Lincoln Intermediate Unit No. 12, New Oxford, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.
Pub Date—30 Jun 85

Note—50p.; For the actual anthology see CE 041 947.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Cooperative Programs, Creative Writing, English (Second Language), Guidelines, High School Equivalency Programs, *Literacy Education, Program Development, Program Implementation, Publicity, *State Programs, *Student Publications, Writing (Composition), Writing Evaluation, *Writing for Publication, *Writing Instruction

Identifiers—310 Project, *Pennsylvania

The main objectives of this project were to conduct a writing contest for adult basic education/high school equivalency/English as a Second Language (ABE/GED/ESL) and basic literacy students and to publish an anthology of selected prose (fiction and non-fiction) and poetry entries by those students. Secondary objectives were to promote a greater public awareness of ABE/basic literacy programs and to encourage cross-membership and involvement of adult and K-college English teachers. During the year-long project, guidelines were drawn up, and rules and procedures were distributed to adult education teachers throughout Pennsylvania. Staff training activities were also initiated, and combined training with regular K-college teachers was encouraged. An evaluation process with several stages was also set up and put into practice. Next, the format and the layout of the anthology were determined and the book was printed and distributed. This report is a step-by-step description of the anthology project. Extensive appendices to the report contain the following items: rules and guidelines, evaluative criteria for judging student writing, cover letter, student consent form, anthology postscript, anthology preface, annotated bibliography, model of the writing process, narrative of a teacher's experience with a writing project, a list of participating programs and staff members, and samples of public relations material generated by or received from the project. (KC)

ED 260 185 CE 041 947
Our Words, Our Voices, Our Worlds. Selected Poetry and Prose by Pennsylvania's Adult Basic Education Students.

Lincoln Intermediate Unit No. 12, New Oxford, PA.
Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.

Pub Date—85
Note—74p.; For a history of the project, see CE 041 946.

Pub Type—Creative Works (030)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Creative Writing, *Educationally Disadvantaged, English (Second Language), High School Equivalency Programs, *Literacy Education, State Programs, *Writing (Composition), Writing for Publication, *Writing Instruction

Identifiers—310 Project, *Pennsylvania

This collection of adult student writing is the product of a literacy education project in Pennsylvania. Contributors to the volume were adult students in Adult Basic Education (ABE), General Education Development (GED), English as a Second Language (ESL), and basic literacy classes. The adults who participated in this writing project were encouraged to adopt a write-for-life philosophy, using writing to enhance their own personal growth and development as well as the well-being of their families and communities. The anthology contains both poetry and prose selections written mainly by persons who had been educationally disadvantaged and now were helping themselves by improving their basic skills in adult education/basic literacy programs throughout Pennsylvania. (KC)

ED 260 186 CE 041 965

Grimes, L. A. Jr.

Millwright, Student's Manual [and] Instructor's Guide.

Texas Univ., Austin. Extension Instruction and Materials Center.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—85

Note—199p.

Available from—Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. IE 313 S).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Blueprints, Competency Based Education, Entrepreneurship, Equipment Maintenance, Equipment Utilization, Extension Education, Fractions, Hand Tools, Human Relations, Hydraulics, Individualized Instruction, *Machine Tool Operators, *Machine Tools, Mathematics Skills, Measurement Equipment, *Mechanics (Process), Metric System, Postsecondary Education, Safety, Secondary Education, Small Businesses, Tool and Die Makers, *Trade and Industrial Education, Welding

Identifiers—*Millwrights

The student's manual of this set consists of materials for use by individuals enrolled in an extension course to train individuals for employment as millwrights. Addressed in the individual units of the course are the following topics: millwright careers; personal safety; equipment safety; addition and subtraction of common fractions; multiplication and division of common fractions; decimal fractions and conversion; percentage, ratio, and proportion; the metric system; blueprints; layout and measuring tools; use of various hand and power tools; gear systems; belts and pulleys; hydraulics; foundations and platforms; blocks and tackles; welding; assembly, disassembly, and maintenance of equipment; establishment of a millwright business; and human relations in business. Each unit contains objectives, instructional text, and exercises. The instructor's guide contains suggestions on how students should use the manual, and how the instructor can coordinate work experience and learning at the school. The guide also contains answers to both exercise questions and assignment test questions, one set of assignment tests, and a work sheet that can be used to match related instruction to job experience for the student. (MN)

ED 260 187 CE 041 967

Edwards, Kathy

Mental Health Worker. Student's Manual [and] Instructor's Guide.

Texas Univ., Austin. Extension Instruction and Materials Center.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—139p.

Available from—Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. HO 209 S).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Allied Health Occupations, *Allied Health Occupations Education, Behavioral Objectives, *Clinical Diagnosis, Competency Based Education, Extension Education, Health Services, *Helping Relationship, Individualized Instruction, Job Skills, Legal Responsibility, *Mental Disorders, *Mental Health, Postsecondary Education, Secondary Education

Identifiers—*Mental Health Workers

The student's manual of this set consists of materials for use by students enrolled in an extension course to train them for employment as mental health workers. Addressed in the individual units of the course are the following topics: mental health, mental illness, mental health professionals, diagnosis of mental disorders, treatment of mental illness, basic helping skills, legal issues, and mental health worker responsibilities. Each unit contains objectives and instructional text. The instructor's guide contains activity sheets, answers to learning activities found in the student's manual, answers to tests, and sample work sheets intended for use with each unit. (MN)

ED 260 188 CE 041 969

Graf, Sandra Kovacs

Managing Dental Office Records. Student's Manual [and] Instructor's Guide.

Texas Univ., Austin. Extension Instruction and Materials Center.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—172p.

Available from—Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. HO 107 S).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Allied Health Occupations Education, Behavioral Objectives, Competency Based Education, Definitions, *Dental Assistants, Extension Education, Filing, Health Insurance, Individualized Instruction, *Medical Case Histories, *Medical Record Technicians, *Office Occupations Education, Postsecondary Education, *Recordkeeping, Secondary Education

Identifiers—Inventory Control

The student's manual of this set consists of materials for use by individuals enrolled in an extension course in managing dental office records. Addressed in the individual units of the course are the following topics: clinical records, dental insurance, recall systems, inventory control, and financial records. Each unit contains some or all of the following: objectives, a list of new terms and definitions, instructional text, and sample forms. The instructor's guide contains illustrations to make the material clearer and provide practice on actual dental records. The guide also contains answers to the learning activities in the student's manual. (MN)

ED 260 189 CE 041 971

Selke, Barbara E.

Resumes and Interviews: A Guide for Cosmetology. Student's Manual [and] Instructor's Guide.

Texas Univ., Austin. Extension Instruction and Materials Center.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—72p.; For related documents, see CE 041 973 and 975.

Available from—Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. PS 214 S).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, Competency Based Education, *Cosmetology, Definitions, *Employment Interviews, Extension Education, Individualized Instruction, *Job Application, Job Search Methods, Postsecondary Education, *Resumes (Personal), Secondary Education, *Teacher Education, *Vocational Education

The student's manual of this set consists of materials dealing with resume writing and job interview skills needed by individuals enrolled in cosmetology instructor training programs. Addressed in the individual units of the course are the following topics: resumes and employment applications, employment interviews, and preenrollment interviews. Each unit contains objectives, instructional text, and sample forms. The instructor's guide contains answers to learning activities and answers to unit tests. It also includes sample employment applications and a list of basic computer cues that should be mastered by the student. (MN)

ED 260 190 CE 041 973

Selke, Barbara E.

Communication Skills: A Guide for Cosmetology. Student's Manual [and] Instructor's Guide.

Texas Univ., Austin. Extension Instruction and Materials Center.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—86p.; For related document, see CE 041 971 and 975.

Available from—Extension Instruction and Materials Center, P.O. Box 7218, University of Texas,

Austin, TX 78713-7218 (Stock No. PS 215 S).
Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available
from EDRS.

Descriptors—Behavioral Objectives, *Classroom
Techniques, *Communication Skills, Compe-
tency Based Education, *Cosmetology, Defini-
tions, Extension Education, Individualized
Instruction, Interpersonal Communication, Par-
liamentary Procedures, Postsecondary Education,
Secondary Education, *Teacher Education,
*Teacher Student Relationship, Teaching Meth-
ods, *Vocational Education

The student's manual of this set consists of materi-
als dealing with the communication skills needed by
individuals studying to become cosmetology in-
structors. Addressed in the individual units of the
course are the following topics: the meaning of the
term communication, breakdowns in communica-
tion, procedures for avoiding breakdowns in communica-
tion, communication in the workplace, communication
in the classroom, and parliamentary procedure. Each unit contains some or all of the following: objectives, a list of new terms and defini-
tions, instructional text, and one or more learning
activities. The instructor's guide contains answers to
learning activities, unit tests, answers to the unit
tests, and a list of basic competencies that the student
should master. (MN)

ED 260 191 CE 041 975

Selke, Barbara E.
Competency in Teaching. Student's Manual [and]
Instructor's Guide.

Texas Univ., Austin. Extension Instruction and Materi-
als Center.

Spons Agency—Texas Education Agency, Austin.
Dept. of Occupational Education and Technol-
ogy.

Pub Date—84
Note—185p.; For related documents, see CE 041
971 and 973.

Available from—Extension Instruction and Materi-
als Center, P.O. Box 7218, University of Texas,
Austin, TX 78713-7218 (Stock No. PS 216 S).

Pub Type—Guides - Classroom - Learner (051) —
Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—Audiovisual Aids, Behavioral Objectives,
*Classroom Techniques, Communication Skills,
Competency Based Education, *Cosmetology,
*Curriculum Development, Definitions, Em-
ployment Opportunities, Extension Education,
Individualized Instruction, Laboratory Procedures,
Learning Laboratories, Learning Processes, Lesson
Plans, Postsecondary Education, Records (Forms),
Secondary Education, Student Evaluation,
*Teacher Education, *Teaching Methods,
*Vocational Education

Identifiers—Vocational Industrial Clubs of America
The student's manual of this set consists of materi-
als for use by individuals enrolled in an extension
course to prepare individuals for employment as
cosmetology instructors. Addressed in the individual
units of the course are the following topics: develop-
ment of a syllabus, principles of learning, strategies
for teaching, communication skills in teaching,
teaching aids, lesson plans, oral presentation
and demonstration, evaluation, basic lab and
clinical operations, Vocational Industrial Clubs of
America (VICA), and careers in cosmetology. Each
unit contains objectives, instructional text, and one
or more learning activities. The instructor's guide
contains answers to the learning activities, unit
tests, answers to unit tests, and a list of competencies
that students should master. (MN)

ED 260 192 CE 041 980

Malik, Kalisankar, Ed. Shaver, Elaine M., Ed.
Unmasking Abilities Hidden by Developmental
Conditions.

George Washington Univ., Washington, DC. Job
Development Lab.

Spons Agency—Rehabilitation Services Adminis-
tration (ED), Philadelphia, PA. Office of Devel-
opmental Disabilities.

Pub Date—Jul 80
Grant—50-P-15606/3-03
Note—89p.

Pub Type—Reports - Descriptive (141) — Informa-
tion Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accessibility (for Disabled), Adaptive
Behavior (of Disabled), Adults, Biofeedback, Col-

lege Students, *Communication Aids (for Dis-
abled), *Developmental Disabilities, Epilepsy, In-
dustrial Training, Job Placement, Job Training,
*Normalization (Handicapped), *Physical Dis-
abilities, Program Implementation, Seizures, Se-
vere Disabilities, Sheltered Workshops,
Vocational Evaluation, *Vocational Rehabilitation

This document contains 16 papers that were
scheduled to be presented at a conference (which
was canceled) on approaches and programs for help-
ing developmentally disabled persons to be more
self-sufficient. The book is divided into three sec-
tions: (1) unmasking vocational abilities, (2) en-
hancing functional independence, and (3) medical
and communication intervention. The following pa-
pers are included: "Marc Gold's Training in Indus-
trial Work Sites as a Placement Approach" by
Marianne Roche; "The Pay-off's a Paycheck: Em-
ployment Preparation for People with Severe Dis-
abilities" by Ronald S. Torner; "Jobs for People with
Epilepsy" by Robert A. Anderson; "A Competitive
Industry of Severely Disabled Workers" by John H.
Leslie, Jr.; "Redesigning Sheltered Work Environ-
ments" by Jay Belding; "Needed: Creative Vocational
Evaluations" by Elaine M. Shaver; "Specialized
Seating Mobility-Technical Considerations" by
Douglas A. Hobson; "Systems for Independent
Mobility" by E. Lise B. Brown; "Concealable
Helmet for Seizure-Prone Individuals" by James L.
Mueller; "Support and Rehabilitation Services for
Severely Orthopedically Disabled College Students" by
Roger W. Decker; "Small Steps on an Unpaved Path
(Malcontents Biting the Hand that Feeds)" by
Derrick Dufresne; "Mouth-guard for Drooling Control"
by Jacob Harris; "Protective Aids" by Wu S. Chiu;
"Anticonvulsant Abuse in Institutions" by Anis Racy;
"Communication Aids and Systems Clinic" by Donna
DePape; and "Biofeedback for Head Control" by Carol
Leiper. (KC)

ED 260 193 CE 041 982

Vocational Rehabilitation and End Stage Renal
Disease. Proceedings of the Workshop (Denver,
Colorado, December 11-13, 1979).

Emory Univ., Atlanta, GA. Regional Rehabilitation
Research and Training Center; George Washing-
ton Univ. Medical Center, Washington, DC. Reha-
bilitation Research and Training Center.

Spons Agency—National Inst. of Handicapped Re-
search (ED), Washington, DC; Rehabilitation
Services Administration (DHEW), Washington,
D.C. Office of Human Development.

Pub Date—[80]
Grant—13-P-59196/4; 16-P-56803/3
Note—114p.

Pub Type—Collected Works - Proceedings (021) —
Opinion Papers (120) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Coping, *Counseling, Counseling
Techniques, Postsecondary Education, Vocational
Evaluation, *Vocational Rehabilitation, Workshops
Identifiers—*Dialysis, *Kidney Disease, Sexual
Adjustment

This document contains 12 papers presented to
medical and vocational rehabilitation professionals
on the topic of vocational rehabilitation and End
Stage Renal Disease (ESRD) at a Denver confer-
ence in 1979. The following papers are contained in
this report: "Rehabilitation and ESRD: Services
with a New Thrust" by Kathleen E. Lloyd; "Medi-
cal Management of the ESRD Patient" by Alvin E.
Parrish; "Hemodialysis-of Machine and Man" by
Norman C. Kramer; "Adjustment to Dialysis-A
Consumer Point of View" by John M. Newmann;
"Peritoneal Dialysis-As a Long-Term Treatment
Modality" by Michael I. Sorkin; "Transplanta-
tion-New Directions and Patient Selection" by Is-
rael Penn; "Vocational Potential of ESRD Clients"
by Helen L. Baker; "A Comparison of Long-Term
and Short-Term Hemodialysis Clients" by Dorothy
J. Parker; "Utilizing Work Potential-Vocational
Assessment and Job Placement" by Sheldon Yuspeh
and Kalisankar Malik; "Sexual Adjustment and
ESRD" by Gary T. Athelstein; "Adjustment to
Transplantation-A Consumer Response" by C.
Norman Weaver; and "Counseling the ESRD Pa-
tient for Vocational Planning" by Elizabeth Rose. A
program evaluation and a list of workshop faculty
and participants are included in the document. (KC)

ED 260 194 CE 041 985

Mueller, James
Designing for Functional Limitations. The Work-

site. Revised.

George Washington Univ., Washington, DC. Job
Development Lab.

Spons Agency—Rehabilitation Services Adminis-
tration (ED), Washington, DC.

Pub Date—Aug 80
Grant—16-P-56803/3-15

Note—153p.; The modification pages contain in the
background detailed specifications for the work-
sites which are in the introduction; this back-
ground material will have poor reproducibility.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Avail-
able from EDRS.

Descriptors—*Accessibility (for Disabled), Adaptive
Behavior (of Disabled), Adults, *Design Re-
quirements, Disabilities, *Models,
*Normalization (Handicapped), Occupational
Safety and Health, Physical Mobility, Rehabilitation,
Vocational Adjustment, *Vocational Reha-
bilitation, *Work Environment

This resource presents the functional effects of
chronic disabilities in order to aid those persons
who must plan environments usable by persons with
disabilities. The guide does not concern architec-
tural accessibility per se, but rather discusses design-
ing the worksite to be usable by a disabled person.
In the guide, drawings are provided for office (work-
site 1) and factory (worksite 2) settings for each of
the following disabilities: difficulty in interpreting
information; limitation of sight; limitation of hear-
ing; limitation of speech; susceptibility to fainting,
dizziness, and seizures; incoordination; limitation of
stamina; difficulty in moving head; limitation of sen-
sation; difficulty in lifting and reaching with arms;
difficulty in handling and fingering; inability to use
upper extremities; difficulty in sitting; difficulty in
using lower extremities; and poor balance. Guide-
lines are given for making the worksite usable by
persons with each of these limitations. The guide
also includes a bibliography and a list of suppliers of
products mentioned in the guide. (KC)

ED 260 195 CE 041 988

Briggs, Vernon M., Jr.
The Emergency Jobs Program of 1983: Its Imple-
mentation by the Tennessee Valley Authority.

Spons Agency—Tennessee Valley Authority,
Knoxville.

Pub Date—15 Jul 84
Contract—TV-61589A
Note—96p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Delivery Systems, Employment Prac-
tices, *Employment Programs, *Employment
Services, *Job Development, Job Training, Labor
Force Development, Postsecondary Education,
Program Effectiveness, Program Implementation,
*Regional Planning, *Regional Programs, Unem-
ployment

In March 1983, the Tennessee Valley Authority
(TVA) received \$4 million in Federal funds to estab-
lish an emergency jobs program as authorized under
the Emergency Jobs Act of 1983. Within 90 days,
TVA found employment for 493 persons, and, by the
end of June 1984, 1,183 persons had been em-
ployed by TVA. Of those employed, 14.9 percent
were minorities and 10.2 percent were women. Al-
though the program had originally been intended to
give preference to individuals who had exhausted
their eligibility for unemployment compensation, it
was eventually decided to give the same priority to
those persons who were receiving extended unem-
ployment benefits as to those who had exhausted
their benefits. Sixty-three percent of those directly
hired by TVA were former employees. This policy
provided a productivity bonus since those persons
had already been trained and were aware of TVA's
work and safety rules. Because of the program's em-
phasis on construction projects and TVA's labor re-
lations policy giving hiring preference to
unemployed union members, 89 percent of those
persons hired by TVA were union members. The
creation of a "sublaborer" job classification and an
associated special wage rate enabled more experi-
enced persons to be hired than would have normally
been the case. (MN)

ED 260 196 CE 041 991

Bullis, Michael, Ed. Watson, Douglas, Ed.
Career Education of Hearing-Impaired Students:
A Review.

Arkansas Univ., Little Rock. Rehabilitation Re-
search and Training Center on Deafness and
Hearing Impairment.

Pub Date—[84]

Note—170p.

Pub Type—Information Analyses (070) — Col-

lected Works - General (020)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, *Career Education, *Delivery Systems, Educational Needs, Educational Opportunities, Educational Practices, Employment Counselors, *Employment Services, *Hearing Impairments, Postsecondary Education, Program Content, Secondary Education, Statewide Planning, *Vocational Rehabilitation

This monograph reviews the many efforts that have been made in the fields of education and vocational rehabilitation to develop and refine career preparation services for hearing-impaired individuals. The following papers are included in the volume: "Career Education: A Literature Review," by Charlene Dwyer; "A Current Profile of Career Education Programs," by Sue Ouellette and Charlene Dwyer; "A Dilemma: Who and What to Teach in Career Education Programs?" by Michael Bullis; and "Where Do We Go from Here?" by Michael Bullis. A directory of career education curricula used in State schools and postsecondary education, which was compiled by Roger Beach, is appended to the monograph. (MN)

ED 260 197

CE 041 994

Brown, Nancy M. Hakanson, Edward E.

Blueprint for Tutoring Adult Readers.

Drake Univ., Des Moines, Iowa. Coll. of Education.

Pub Date—[Jun 85]

Note—106p; For a related document, see CE 041 995.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *Adult Reading Programs, Adult Students, Learning Activities, Literacy Education, *Reading Instruction, Reading Skills, *Reading Strategies, Remedial Instruction, *Remedial Reading, Student Characteristics, Teaching Methods, Tutorial Programs, *Tutoring

Identifiers—310 Project

This guide was developed to assist volunteers in tutoring adult readers who read below the ninth-grade level. It was intended to be used as a supplement to the tutor training programs for volunteers at Drake University. The following topics are discussed in the guide in either narrative or question-and-answer format: getting started as a tutor, who are the clients, getting acquainted, tutoring procedures, and learning activities. Tutoring procedures include methods for teaching sight vocabulary, word attack, vowel sounds, syllables, context clues, word families, comprehension, the language experience approach, and using computers. (KC)

ED 260 198

CE 041 995

Brown, Nancy M. Hakanson, Edward E.

Curriculum Plan for Tutoring Adult Readers.

Drake Univ., Des Moines, Iowa. Coll. of Education.

Pub Date—[Jun 85]

Note—62p; For a related document, see CE 041 994.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, *Adult Reading Programs, Adult Students, Instructional Materials, Learning Activities, Literacy Education, *Reading Instruction, Reading Skills, Reading Strategies, Remedial Instruction, *Remedial Reading, Teaching Methods, *Tutorial Programs, *Tutoring

Identifiers—310 Project

This curriculum plan contains materials for tutors to use in teaching adults to read. It was developed for the Drake University reading tutoring program. The curriculum plan is organized in four levels. The first level covers letter recognition, handwriting, auditory discrimination, sound/symbol coordination, short vowel sounds, sight words, and autonyms. In the second level, sight words, long vowels, blends/digraphs, context clues, alphabetical order, synonyms, and main ideas are detailed. The third level provides materials for teaching other vowels, context clues, structural analysis, main idea, details, sight words, and digraphs, while the final level covers homonyms, affixes, syllabification, spelling patterns, survival words, and evaluation. For each level, the curriculum plan provides objectives, criterion-referenced tests, and answer keys. (KC)

ED 260 199

CE 041 997

Frazier, James R.

Surveying Private-Sector Employers to Identify Labor Training Needs.

Pub Date—31 Mar 85

Note—23p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Needs, *Educational Planning, *Employer Attitudes, *Industrial Training, Labor Needs, *On the Job Training, Postsecondary Education, Program Development, School Business Relationship, *Small Businesses, Vocational Education

Identifiers—*Hartford Area Vocational Center CT

This study was conducted to assess how the Hartford Area Vocational Center could work with area employers to increase the occupational skill readiness of currently employed workers. A total of 1,381 employers in Vermont and New Hampshire were surveyed through a mailed questionnaire, with a return rate of 518 employers (38 percent). Most employed 10 persons or fewer. The study found that most employers responding to the survey appeared to be heavily involved in training and/or retraining of currently employed workers. Of the 306 respondents who identified the types of training programs they conducted, 272 (89 percent) used on-the-job training. Employers also revealed that on-the-job training was often supplemented with orientation, self-directed learning packets, technical workshops, employer-based apprenticeship, and factory/commercial training courses. Employers also seemed very interested in identifying additional training opportunities for their employees. As a result of the study the following actions were taken: (1) an adult education advisory committee was established at the Hartford Center, and (2) a plan was developed for offering skill development services in addition to the employee training activities provided by area employers. A copy of the survey is included. (KC)

ED 260 200

CE 041 998

Thompson, Patricia J.

Emancipatory Education: Is Home Economics the Missing Link?

Pub Date—Apr 85

Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 30-April 4, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Development, *Educational Philosophy, Educational Research, Educational Trends, Females, Feminism, Futures (of Society), Higher Education, *Home Economics, *Liberal Arts, Models, Role of Education, Sex Discrimination, Sex Fairness, Sex Role, United States History, *Womens Education, *Womens Studies

Proponents of and adherents to the home economics ideology have had, and still have, a clear emancipatory aim in establishing and maintaining their field of study. Home economics, however, has not been fairly or impartially dealt with in the literature either of the male-defined liberal arts or the emerging fields collectively labeled "women's studies." The place of women in the curriculum has been emerging for the past 20 years, according to a five-stage model postulated by Schuster and Van Dyne. In that model, the place of women evolves from the first stage, characterized by an absence of women that is not even noted, to the fifth stage, in which women's experiences and Sex Role; an ideal sixth stage, women's and men's experiences are understood together and are characterized by a transformed, gender-balanced curriculum. Home economics has a unique relationship to each of these categories. Each of the stages lends itself to the unique perspective and explanatory model provided by home economics as a "women's discipline"—a discipline, however, that is as generalizable to males as male-defined disciplines are to women. Home economics is a part of the social reality of women's education, and cannot be ignored by women scholars without violating the premise that women's history must be fully rounded to have validity. The new scholarship on women enters the curriculum not only through women's studies courses but also through home economics courses and curricula. (KC)

ED 260 201

CE 041 999

Dwelling, Carole

A Comparison between Mandatory and Voluntary Continuing Education on Professional Performance.

Spons Agency—American Fund for Dental Health.

Pub Date—4 Apr 85

Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Allied Health Occupations, *Certification, *Comparative Analysis, *Dental Hygienists, Educational Research, *Job Performance, *Outcomes of Education, *Professional Continuing Education, Survey

Identifiers—*Mandatory Continuing Education

The mail survey research method was used to determine the comparative impact of mandatory and voluntary continuing education systems for relicensure on the performance of health care professionals. Of 1,901 questionnaires mailed to dental hygienists in Wisconsin and Minnesota, 63 percent (1,201) were returned. Supervising dentists and dental hygiene patients also participated. Several types of evaluative dimensions were used to assess the practitioner's performance in each system: satisfaction with the quality of care, cognitive achievement, general performance, technical competence, and interpersonal behavior. Performance ratings were submitted by the health care providers themselves, their supervisors, and the recipients of care. Analysis of the resulting data demonstrated no practical significant difference in performance between the study populations practicing under mandatory and voluntary continuing education systems. Overall, professional performance and the quality of care provided were reported to be highly satisfactory. Of their own accord, most of the responding practitioners had a propensity toward lifelong learning. (YLB)

ED 260 202

CE 042 000

Hamilton, Stephen F.

Apprenticeship as a Transition to Adulthood in West Germany.

Pub Date—Apr 85

Note—53p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Apprenticeships, *Educational Improvement, *Education Work Relationship, Foreign Countries, Secondary Education, *Vocational Education, Work Experience Programs, *Youth Employment

Identifiers—*West Germany

West German apprenticeship combined with part-time vocational schooling—the dual system—provides a smooth transition from school into careers for German youth. One source of complexity in the structure of apprenticeship is the relationship between apprenticeship, which is controlled nationally, and vocational schooling, which is controlled by the states. Not all occupations are authorized as training or apprenticeship occupations, nor do all companies train apprentices. Vocational schools, the second part of the dual system, teach both occupational and general courses. The focal point for most of what happens in vocational schools is the qualifying exam, which employers help to write, administer, and grade. Vocational schools are distinctive from U.S. secondary schools in their intense focus on employment-related learning and in being less important as centers of social interaction. Secondary vocational training prepares qualified skilled workers, comparable to participants in U.S. apprenticeship programs. Limitations of the West German system are its inherent "undemocraticness," the narrowness of apprenticeship training, and employers' control. Implications for the United States are that (1) the floundering period (during which students decide on their occupation) is avoidable, (2) vocational education can be improved by upgrading technical quality or altering its purpose to manual training, and (3) learning needs to occur in the workplace. (YLB)

ED 260 203

CE 042 012

Donnelly, James P., Jr. And Others

Vocational Problems and Interventions in Business and Industry: A Taxonomic Review of

Recent Studies.

Pub Date—Apr 85

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 30-April 4, 1985).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Career Counseling, Career Development, Counseling Effectiveness, Counseling Objectives, *Counseling Techniques, *Emotional Problems, *Employment Problems, Stress Management, *Vocational Adjustment

This paper reviews and classifies adult career problems and interventions reported in the vocational literature from 1979 to 1984. Campbell and Cellini's (1981) taxonomy of adult career problems was used to classify reports of vocational problems. The categories presented by Holland, Magoon, and Spokane (1981) were employed to classify interventions. A "problem-treatment matrix" was produced that indicated a significant relationship between vocational problems and interventions, with an almost exclusive reliance on individual counseling, and a predominant concern about problems affecting job performance. Thus, adequate preparation of counselors working in this area must include skill development related to identification and treatment of performance problems, especially alcohol abuse, in addition to the traditional emphasis on vocational choice. The benefits of individual counseling were not proven in the research reviewed. Future research in this area needs to become more evaluative, particularly as meta-analytic methods of analyzing aggregate data continue to develop. Finally, Campbell and Cellini's taxonomy proved to be fairly comprehensive and inclusive, although stress-related and career transition problems were often difficult to classify. Further work with the problem taxonomy seems warranted. (Author/KC)

ED 260 204

CE 042 015

Clague, Barbara Clague, Michael

Chautauqua Is Back! How to Organize a Community Education Festival.

Spons Agency—British Columbia Dept. of Education, Victoria. Div. of Continuing Education.

Pub Date—Aug 85

Note—29p.

Available from—Community Initiatives Publications, 2832 West 36th Avenue, Vancouver, BC V6N 2R1 (\$2.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Art Activities, Community Cooperation, *Community Education, Community Organizations, *Community Programs, Community Resources, Community Services, *Program Development

Identifiers—Canada, *Chautauquas, *Festivals

For almost 20 years, from 1917 to the 1930s, the traveling Chautauqua circuits and festivals brought education, inspiration, and entertainment to remote and not-so-remote communities. Now in the 1980s, emphasis is once more being placed on the value of local community life, on self-reliance and mutual help with respect to the social, cultural, and economic well-being of communities. A revised 1980s version of the Chautauqua ideal may provide one of the catalysts for this movement across Canada. This handbook is meant to be used as an aid in planning and conducting a community Chautauqua, an event that could become an annual tradition. In a narrative format, the booklet covers the following topics: the Chautauqua coordinator, the Chautauqua committee, sponsorship, program ideas, surveying the community, holding a public meeting, assigning jobs, beginning the detailed planning, planning ahead, coordinator's checklist, budgeting, concessions and vendors, charging admission, promotion and publicity, legal and administrative considerations, site management, and wrapping it all up. A contact person's name and address are given. Appendixes to the guide list resources, provide pointers on site selection, and describe a community Chautauqua example. (KC)

ED 260 205

CE 042 016

Page, Leslie

Community Exchange Systems. What They Are. How They Work. How to Set One Up.

Spons Agency—British Columbia Dept. of Education, Victoria. Div. of Continuing Education.

Pub Date—Jul 85

Note—24p.

Available from—Community Initiatives Publications, 2832 West 36th Avenue, Vancouver, BC V6N 2R1 (\$1.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Community Cooperation, *Community Organizations, *Cooperatives, Economic Opportunities, Guidelines, Participative Decision Making, *Program Development, Program Implementation

Identifiers—*Barter, British Columbia, *Community Exchange Systems

This booklet explains the concept of a community exchange system (CES), or barter system, for the exchange of goods and services and describes how to set one up. The booklet is concerned only with nonprofit, voluntary organizations. The booklet is organized in four sections. The first section introduces the community exchange systems idea and explains how an exchange works. The second part of the booklet contains questions that people ask about community exchange systems and answers to those questions. In the section the setting up of an exchange is detailed. Topics discussed include the following: forming a nonprofit organization, accounting, recording and accounting in exchange dollars, goods and services list, administration expenses not covered by Federal dollars, trading guidelines, and promotional work. In the concluding section, the fundamentals of a community exchange systems are summarized. Appendixes to the booklet provide sources of further information on CESs in British Columbia, examples of goods and services lists, and an income tax interpretation from Revenue Canada. (KC)

ED 260 206

CE 042 018

Strumpf, Lori

Youth Programs and the Job Training Partnership Act. Developing Competency Standards: A Guide for Private Industry Council Members.

National Association of Private Industry Councils, Washington, DC.

Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.

Pub Date—Sep 84

Note—29p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competence, Competency Based Education, Educational Needs, *Employment Programs, *Evaluation Criteria, *Evaluation Methods, Guidelines, *Job Training, *Material Development, Measurement Techniques, Needs Assessment, Postsecondary Education, Program Evaluation, Regional Planning, Resources, Standards, Student Evaluation, Vocational Evaluation, Youth Employment, *Youth Programs

Identifiers—*Job Training Partnership Act 1982, Private Industry Councils

This guide is intended to assist Private Industry Council (PIC) members in developing competency standards for youth programs receiving Job Training Partnership Act (JTPA) funds. Discussed first are the benefits of competency standards to PICs and service delivery areas (SDAs). The various components of program standards (types of skills, skill levels, assessment and measurement criteria, documentation, and certification) are described. Examined in the concluding section are eight steps involved in the process of identifying competencies. An appendix to the manual includes an annotated list of eight resources dealing with developing standards for JTPA programs for youth. (MN)

ED 260 207

CE 042 028

Youth Studies Abstracts. Vol. 4 No. 3.

Australian National Univ., Canberra. National Clearinghouse for Youth Studies.

Pub Date—Aug 85

Note—178p.

Journal Cit—Youth Studies Abstracts; v4 n3 Aug 1985

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Apprenticeships, Community Programs, Disabilities, Educational Needs, *Educational Policy, *Educational Practices, Employment Programs, Family Role, Financial Support, Instructional Materials, Job Training, Labor Market, Migrant Youth, Postsecondary Education, Program Evaluation, Public Policy, Secondary Education, Social Services, Student Characteristics, Student Evaluation, Student

Needs, Taxes, *Technical Education, *Vocational Education, *Youth Employment, *Youth Programs

Identifiers—*Australia

This volume contains 169 abstracts of documents dealing with youth and educational programs for youth. Included in the volume are 97 abstracts of documents dealing with social and educational developments; 56 abstracts of program reports, reviews, and evaluations; and 16 abstracts of program materials. Abstracts are grouped according to the following subject areas: Aborigines; alternative learning; Australians; disabled; drugs; education; employers; employment; evaluation; family; females; higher education; income support; international comparisons; local and regional programming; migrants; programs (including benefits and allowances, educational, labor market, apprenticeship, cooperative, job creation, traineeship, affirmative action, community-based, wage subsidy, housing and accommodation, and volunteer programs); rural education; schools and schooling; social welfare; taxation; technical and further education (TAFE); technology; trade unions; unemployment; work; young people; youth employment; youth policies; and youth employment. Each citation includes complete bibliographic data for the given document and an abstract. Subject and author indexes are provided. (MN)

ED 260 208

CE 042 031

Bhola, H. S.

Literacy in Revolution and Reform: Experiences in the SADC Region of Southern Africa. Revised.

Pub Date—Sep 85

Note—27p; Revision of a paper presented at the International Conference on The Future of Literacy in a Changing World: Syntheses from Industrialized and Developing Nations (Philadelphia, PA, May 9-12, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Comparative Analysis, *Developing Nations, *Economic Development, *Educational Policy, Educational Practices, Government Role, *Government School Relationship, Influences, *Literacy Education, Models, Nonformal Education, *Public Policy, School Role

Identifiers—*Africa (South)

Recent studies conducted in developing nations throughout the world have made it possible to formulate a political theory of literacy for development that clarifies relationships between development ideologies and literacy policies and thus provides a greater understanding of the choices and decisions made by policymakers and planners. Depending on whether its development ideology is gradualist, reformist, or revolutionary, a nation's literacy policy will tend to follow either (1) the motivational-developmental model, (2) the planned development model, or (3) the structural-developmental model. An examination of the literacy policies of the nine countries of the Southern African Development Cooperation Conference (SADCC) reveals that a definite relationship exists between the development ideologies of the regimes of the individual nations in the conference and their national literacy policies. Thus, although literacy promotion is not a part of the formal SADCC strategy for development, individual member-nations of the conference such as Tanzania and Zimbabwe are pursuing aggressive literacy policies. Some of their more moderate fellow members in the SADCC such as Zambia and Botswana, on the other hand, are pursuing literacy policies that could more aptly be termed as following the planned development model. The proposed connection between a nation's development ideology and literacy policies would also explain why Malawi, Lesotho, and Swaziland do not at present have active plans for universal literacy. (MN)

ED 260 209

CE 042 033

Allen, Robert

The Impact of Technology on Hawaii's Automotive Mechanics: An Analysis with Recommendations. Technological Impact Study Series.

Hawaii State Commission on Manpower and Full Employment, Honolulu.

Pub Date—Sep 84

Note—47p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Auto Mechanics, Curriculum Development, Educational Change, Educational Im-

provement, *Educational Needs, Educational Policy, Interviews, Job Skills, Job Training, *Labor Needs, Labor Supply, Needs Assessment, Policy Formation, Postsecondary Education, Program Content, Relevance (Education), Secondary Education, *Statewide Planning, *Technological Advancement, *Vocational Education Identifiers—*Hawaii

Because of the increasing use of microelectronic componentry in automobiles, vocational education curricula must reexamine existing automotive mechanics curricula to ensure that they can continue to provide relevant job training. After examining recent trends in the impact of computers and electronics on automotive design and engineering, existing auto mechanics curricula in Hawaii, and the views of selected automotive technology professionals in the State, the Hawaii State Advisory Council on Vocational Education recommended that (1) curriculum content identification and validation surveys of automotive service industry employers be conducted to reflect recent technological innovations in the field; (2) individualized, self-study courses be developed to enable high school automotive technology (AMT) students to gain advanced diagnostic, repair, and servicing skills; (3) horizontal articulation among community college AMT programs be examined; (4) alternative curricula be developed to improve the delivery of AMT training; and (5) the requirement that graduates of two-year AMT programs work for at least one year before taking the written portion of the State's motor vehicle mechanic certification test be eliminated. (Appendixes to this report contain a discussion of the technological innovations in the Toyota FX-1, motor vehicle certification examination results, and a description of the organization of AMT curricula by proficiency level.) (MN)

ED 260 210 CE 042 035
Time of Change: 1983 Handbook on Women Workers. Bulletin 298.

Women's Bureau (DOL), Washington, D.C.
Pub Date—83
Note—198p.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-002-00065-7, \$6.50).
Pub Type—Numerical/Quantitative Data (110)—Reports—Descriptive (141)

EDRS Price—MF01/PC08 Plus Postage.
Descriptors—*Academic Achievement, Adults, Blacks, Civil Rights Legislation, Compliance (Legal), Displaced Homemakers, Employed Parents, *Employed Women, *Employment Level, *Employment Patterns, Employment Practices, Employment Problems, Employment Statistics, Equal Opportunities (Jobs), Federal Legislation, Federal Programs, Hispanic Americans, Job Training, *Labor Legislation, Minority Groups, Nontraditional Occupations, Reentry Workers, State Legislation, *Wages
Identifiers—*United States

This handbook on women workers, revised from the 1975 edition, provides current data related to workforce experiences of women and their economic and legal status, especially during the last half of the 1970s. In addition, historical data provide a perspective on trends in the labor force, experiences of women, and the effects of legislation on women's employment. The handbook offers a review of the eight-year period, characterizing the time as a "time of change." The report documents, through statistical data and accounts of legal developments, changes in the role of women in the labor force and thus in the economy of the United States. It reflects results of studies by government and non-government sources. The study is organized in two parts: chapters in Part I focus on women's labor market activity, the occupations and industries in which they are employed, their income and earnings, educational attainment, and various kinds of job training; chapters in Part II identify federal and state laws that affect women's employment. A summary of study highlights is included in this document. (KC)

ED 260 211 CE 042 038

Older Veterans: Growing Numbers and Changing Needs. Hearing before the Subcommittee on Human Services of the Select Committee on Aging, House of Representatives, Ninety-Eighth Congress, Second Session (Bound Brook, New Jersey).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.
Report No.—House-Comm-Pub-98-467

Pub Date—27 Aug 84

Note—120p.; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)—Opinion Papers (120)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Aging (Individuals), Facility Planning, Facility Requirements, Financial Needs, Financial Problems, *Health Facilities, *Health Needs, Health Services, Hearings, Hospitals, Individual Needs, *Medical Services, *Older Adults, Policy Formation, Public Policy, Statewide Planning, *Veterans

Identifiers—Congress 98th, *New Jersey

This Congressional report contains the testimony presented at a hearing focusing on the need for expanding available medical facilities and services for older U.S. veterans in New Jersey. Included among those agencies and organizations represented at the hearing were the following: the Veterans Administration; the Division of Health Policy Research and Education from the Department of Medicine and Division on Aging at Harvard Medical School; the Disabled American Veterans; the New Jersey Veterans of Foreign Wars; the Legislative Committee for New Jersey of the American Legion; the New Jersey Division of Veterans Programs; the Jewish War Veterans; the American Legion Ex-prisoners of War, Inc.; the Somerset County Office on Aging of Somerset, New Jersey; the Veterans Administration (VA) medical centers of East Orange and Lyons, New Jersey; and the VA Regional Office in New Jersey. Appendixes to the report include information concerning the estimated veteran population of New Jersey, visitation reports of the Veterans Administration medical centers in Lyons and East Orange, and letters from representatives of the New Jersey Division on Aging and the Senior Citizens of Manville, Inc., of Manville, New Jersey. (MN)

ED 260 212 CE 042 046

Conti, Gary J., Ed. Fellenz, Robert A., Ed.

Dialogue on Issues of Lifelong Learning in a Democratic Society. Working Papers from a British and North American Faculty Exchange. American Association for Adult and Continuing Education, Washington, DC. Commission of Professors of Adult Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—Jun 85

Note—103p.; Also sponsored by the Standing Conference on University Teaching and Research in the Education of Adults (England).

Pub Type—Reports—Descriptive (141)—Collected Works—General (020)—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Adult Education, Adult Educators, *Comparative Education, Continuing Education, Curriculum Development, *Educational Research, Foreign Countries, *International Cooperation, *International Educational Exchange, *Lifelong Learning, Postsecondary Education, Professional Continuing Education, Staff Development, Teacher Education, Unemployment, Womens Education, Youth Employment, Youth Programs

Identifiers—*Great Britain

These 12 papers are the products of an exchange of a group of promising British and North American adult education researchers, relatively new to the profession, for short intensive visits to the other country. These visits were to provide individuals and universities opportunities to develop linkages that might further comparative research and programmatic cooperation. The contributions from British researchers include: "Dialectical Thinking: Our Logical Potential" (Paula Allman) offers an explanation of this way of thinking that all adults have the potential to develop. "Towards an Analysis of the Curriculum of University Extra-Mural Departments in Britain" (Paul F. Armstrong) focuses on the role of both the adult education tutor and students in shaping the curriculum. "Training Women Managers" (Sandra Langrish-Clyne) addresses women's training needs. "Staff Development Courses in UK Universities for the Continuing Education Field" (K. Leni Oglesby) discusses challenges to those training staff in the continuing education field. "State Intervention in Vocational Education: A British Case Study" (John V. Wallis) describes the Youth Opportunities Programme. "New Developments in Science and Technology for Women" (Miriam Zukas) argues for the development of a new curriculum area in liberal adult education. The North American papers include:

"Transpersonal Psychology: Guiding Image for the Advancement of International Adult Education" (Marcie Boucouvalas) which explores an image that could guide the further advancement of the field in terms of both theory and plans of action. The next three papers are study reports: "Training Educators of Adults: A Comparative Analysis of Graduate Adult Education in the United States and Great Britain" (Stephen Brookfield); "Analyzing the Short-Term and Long-Term Effectiveness of Continuing Professional Education" (Ronald M. Cervero); and "Teaching Style and Learner Achievement: The Anglo Connection" (Gary J. Conti). The final two papers, with descriptive titles, are "The Educational Broker: An Emerging Role for Adult Educators" (Michael Day) and "Supporting Adult Students: The Role of Significant Others" (Linda H. Lewis). (YLB)

ED 260 213 CE 042 047

Fellenz, Robert A. Conti, Gary J.

Comprehensive Evaluation of the Statewide Texas Adult Basic Education Program: Evaluating a Human Enterprise.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Div. of Adult and Community Education Programs.

Pub Date—84

Note—100p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Adult Basic Education, Dropouts, Educational Change, Educational Cooperation, Educational Planning, *Federal Programs, Formative Evaluation, *Needs Assessment, Program Development, *Program Evaluation, Staff Development, *State Programs, Student Recruitment, Summative Evaluation

Identifiers—Linkage, *Texas

Data are presented from an evaluation of state and federal adult basic education (ABE) programs in Texas. An introduction describes the methodology by which data were collected. The next three sections contain survey data from and about students, teachers, and administrators. Other sections examine the program planning process, management and organization, linkages with other organizations and agencies, student recruitment, how to reach students most in need, student benefits from the program, dropouts and stopouts, and staff development practices and needs. Another section contains information from interviews with 13 individuals who have long served the basic education effort in Texas. Their perceptions of change in ABE during the past decade are presented. The next section groups requests for help and suggestions of ways in which resources could be made more effective into six areas: help needed from the Texas Education Agency, funding needs, staffing and training needs, teaching needs, vocational training needs, and need for a renewed spirit. Twenty conclusions based on findings of this evaluation study are presented. They are related to patterns of service, varying quality, linkages, program planning, management, teachers, and student needs. (YLB)

ED 260 214 CE 042 049

Marsick, Victoria J. And Others

Adult Learning in the Workplace. A Report of a Resource Group Meeting Held at Teachers College, Columbia University (New York, New York, June 7, 1985).

Academy for Educational Development, Inc., New York, N.Y.; Columbia Univ., New York, N.Y. Teachers College.

Pub Date—7 Jun 85

Note—42p.; Organized by the Center for Adult Education.

Pub Type—Collected Works—Proceedings (021)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adult Learning, Educational Attitudes, Educational Needs, *Educational Opportunities, Educational Trends, *Industrial Training, *Job Training, Postsecondary Education, Role of Education, *School Business Relationship, *Work Environment

This document reports the proceedings of a 50-person resource group meeting that included leaders from business and industry, government, unions, universities, the media, foundations, and schools. The group explored the implications of a Carnegie Foundation-sponsored study reported in "Corporate Classrooms: The Learning Business,"

prepared by Dr. Nell Burich of the Academy for Educational Development. The report is organized in five parts. Part I summarizes the proceedings, while a summary of highlights and implications from the report and reactions to it are presented in Part II. Part III is a summary of the discussion of three groups that probed issues in the following areas: human capital development in the post-industrial era, linkages between corporations and universities, and new approaches to education in the workplace. Part IV is an interpretive summary of six key themes raised throughout the day: (1) the rapidly growing phenomenon of adult learning in the workplace; (2) the way in which this growth has been driven by change, a need for adaptability and flexibility, and a concern for human capital development; (3) the lead taken by corporations in innovative approaches to education; (4) the keen interest of corporations in the best way to facilitate adult learning; (5) a need for functional linkages between corporations and universities; and (6) policy issues regarding the rationalization of linkages, use of public funds, and a proposal for a Strategic Council. The final part of the document summarizes suggestions made during the conference of ways in which Teachers College could respond to some of the needs that were identified. (KC)

ED 260 215 CE 042 050

Swanson, Richard A. Gero, Gary D.
Forecasting the Economic Benefits of Training.
Training and Development Research Center:
Project Number One.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

Pub Date—Apr 84

Note—21p.; For related documents, see CE 042 051-057.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Career Education, *Cost Effectiveness, Job Skills, *Job Training, *Labor Force Development, Models, *Prediction, Skill Development

Identifiers—*Training Benefit Forecasting Method
Analysis of the economics of training has become one of the most important issues of the decade for business and industry. Unfortunately, managers typically digress to a simple cost analysis and ignore the realities of cost-benefit analysis and the potential of large financial benefits to the organization. A proposed model to forecast training costs and benefits identifies generic categories of training costs for summarizing those costs that may be unique to the reader's organization. Categories for costs incurred from losses of time, material, and production/performance are included. An important part of the Training Benefit Forecast Method (TBFM) is the value of performance. Performance value is defined as the worth of performance units produced in dollars. Making valid comparisons of alternative training options requires the analyst to set a base time period to be used in calculating performance values for each training option. A case study is provided of the benefit analysis of three training options under consideration by a manufacturer. Tables illustrate the cost and benefit analyses. (YLB)

ED 260 216 CE 042 051

Gero, Gary D.

Validation of the Training Benefit Forecasting Method: Geometric Dimension & Tolerance Training, Training and Development Research Center: Project Number Two.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

Pub Date—May 84

Note—70p.; For related documents, see CE 042 050-057.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Career Education, *Cost Effectiveness, Job Skills, *Job Training, *Labor Force Development, Manufacturing Industry, Models, *Prediction, Skill Development, *Validity

Identifiers—*Training Benefit Forecasting Method
The validity of the University of Minnesota Skills Training Cost-Benefit Forecasting Model (STCBFM) in a corporate setting was studied. Research and related literature suggested that a model for forecasting the economic benefits of training should include facility to identify and summarize costs and provide an assessment of the value of the resulting performance for a specified time period. The model (STCBFM) required that the increases in

performance values, minus the training costs, and the resulting benefits be determined. The specific program addressed in the validation effort was a Geometric Dimension and Tolerance training program conducted at Onan Corporation, a manufacturing firm, in 1983. Participants were 136 employees who attended sessions before or after work hours. Four individuals composing a forecast group were presented with the model and asked to make forecasts regarding the costs and resulting benefits to be derived from the training program using minimal available information, such as shop rates, production down time, and current problem resolution time. All the forecasts proved to be conservative. The analysis of the actual cost-benefit reinforced the predictions made by the forecast group. (A paper describing the model is appended.) (YLB)

ED 260 217 CE 042 052

Heidary, Farhood And Others

Validation of the Training Benefit Forecasting Method: Grammar and Punctuation Training, Training and Development Research Center: Project Number Three.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

Pub Date—Jul 84

Note—44p.; For related documents, see CE 042 050-057.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Career Education, *Cost Effectiveness, Grammar, Job Skills, *Job Training, Labor Force Development, *Models, *Prediction, Punctuation, Skill Development, Staff Development, *Validity, *Word Processing

Identifiers—*Training Benefit Forecasting Method
The validity of the Training Benefit Forecasting Method (TBFM) was studied in a Grammar and Punctuation Program conducted at Onan Corporation. The target population was composed of 10 workers who handled the document production in the organization's word processing center. Based on information gathered from the course instructor, participants, and the head of the work group, it seemed appropriate to focus on hours of saved time as the unit of measure for the results of the program (in the sense of efficiency at reduced number of reworked projects). The training program was not attended by the target population; most program participants were from other areas. Prior to the training, the participants had no common job performance requirements or documentation of individual work performance related to grammar and punctuation. Furthermore, the investigators were unable to unearth a reasonable quantity and quality of data. Participants' outcome expectations were not aligned with the training program purpose. Participants had a very positive attitude about the training experience. It was not feasible to equate or evaluate the training program outcome expectations to any actual outcomes that may have occurred. (Appendices, amounting to over four-fifths of the report, include instruments to survey training needs and survey results.) (YLB)

ED 260 218 CE 042 053

Parker, Barbara L.

Summative Evaluation in Training and Development: A Review and Critique of the Literature, 1980 and 1983, Training and Development Research Center: Project Number Four.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

Pub Date—Oct 84

Note—58p.; For related documents, see CE 042 050-057.

Pub Type—Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Evaluation Methods, *Evaluation Needs, Evaluation Utilization, Evaluators, *Job Training, *Labor Force Development, Literature Reviews, *Program Evaluation, *Summative Evaluation

From 1980 through 1983, 41 articles in selected professional journals dealt with summative evaluation of training and development efforts in business and industry. All of the standard components of program evaluation were addressed either directly or indirectly in them, in varying degree and depth. Although one must contact the primary audience to determine the purpose of an evaluation, only 26 articles mentioned this step. While the majority of articles discussed evaluation questions, few linked them to specific audiences. The purpose seemed to

be to prove to funders that the training function is worthwhile. Possible constraints on the evaluation process were mentioned in 21 articles. The frameworks implied in these articles were clustered around decision making, goal achievement, and accountability. Eight possible designs/strategies were mentioned: experimental study, quasi-experimental study, survey, personnel or client assessment, systematic "expert" judgment, and case study. Tactics, both technical and managerial, were also mentioned. Thirteen articles referred to the reporting component of evaluation. A third mentioned planning, the references ranging from single statements to a matrix guide. Only 37 percent referred to the evaluator's role and/or qualifications. (An appended master data chart lists the articles and summarizes the information found in each.) (YLB)

ED 260 219 CE 042 054

DeGideo, Sharon Swanson, Richard A.

Human Resource Development Bibliography. Abstracts of the Core Documents in the Profession. Training and Development Research Center: Project Number Five.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

Pub Date—Apr 85

Note—37p.; For related documents, see CE 042 050-057.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Career Education, *Compensation (Remuneration), Fringe Benefits, *Information Systems, *Job Development, *Job Training, *Labor Force Development, Labor Relations, Management Systems, Organization, Organizational Development, *Personnel Management, Personnel Selection, Planning, Staff Development, Unions

Identifiers—*Employee Assistance Programs

This annotated bibliography represents the core literature of the human resource development profession. An introduction describes the process by which the core literature was identified, annotated, and published for dissemination. The approximately 111 documents are categorized by the nine professional areas: training and development, organization development, organization/job design, human resource planning, selection and staffing, personnel research and information systems, compensation/benefits, employee assistance, and union/labor relations. For each document, this information is provided: author(s), date of publication, title, and publication and page numbers or place of publication and publisher. A listing of the human resource development expert raters is appended. An author index is also provided. (YLB)

ED 260 220 CE 042 055

Swanson, Richard A. Gero, Gary D.

Validation of the Training Benefit Forecasting Method: Recreational Vehicle Service Training, Training and Development Research Center: Project Number Six.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

Pub Date—Feb 85

Note—9p.; For related documents, see CE 042 050-057.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Auto Mechanics, Career Education, *Cost Effectiveness, Job Skills, *Job Training, Labor Force Development, *Models, *Prediction, Skill Development, *Validity

Identifiers—Recreational Vehicles, *Training Benefit Forecasting Method

The validity of the Training Benefit Forecasting Method (TBFM) in a recreational vehicle service training setting was studied. Cost-benefit issues were associated with the Onan Service School change from a field-based Recreational Vehicle Generator Set training program to a customer-delivered self-instructional training program. Actual costs and outlays of both Onan field-based training and customer-delivered training were determined by research study personnel. An individual who was unfamiliar with any of the particulars of actual costs and activities associated with the training projects made cost benefit forecasts for the two options. The significance of the investigation was that while the net performance value desired by a training effort was zero (no change in quantity or quality), the TBFM was able to forecast and compare the costs.

The customer-delivered option did cost less for the same outcome and was found to be the most cost-beneficial method. (Appendix includes a data chart and summary of actual data.) (YLB)

ED 260 221 CE 042 056

Priefel, Robert J. And Others

Forecasting the Financial Benefits of Quality-Based Electronics Manufacturing Training. Training and Development Research Center: Project Number Eight.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

Pub Date—Jun 85

Note—64p.; For related documents, see CE 042 050-057.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Career Education, *Cost Effectiveness, Electronics Industry, Job Skills, *Job Training, Labor Force Development, *Models, *Prediction, *Quality Control, Skill Development, *Validity

Identifiers—*Training Benefit Forecasting Method

The validity of the Training Benefit Forecasting Method (TBFM) in a quality-based electronics manufacturing organization was studied. Participants were approximately 75 people involved in the manual production of circuit boards in a division of Control Data Corporation. Five training options to reduce the number of defects produced during manufacture were reviewed: no training, unstructured, semistructured, structured, and commercial. Data collection using the TBFM had two phases. The first was to collect and calculate the actual data—costs, performance values, and benefits. The second phase was data generation by the forecasters who independently forecasted the costs, performance values, and benefits for each training option. Forecasters were middle managers, first line managers, and training people. The researcher and forecasters found the TBFM is adaptable to a quality orientation, but assistance in the form of a consultant or written users' guide is needed. Results of three of four forecasters indicated a structured in-house training program was of greatest financial benefit, while results of the researcher and another forecaster did not. The study demonstrated first line managers and trainers with no regular financial accounting responsibility can not use the TBFM as it exists. (Appendix includes worksheets, a journal article, and analysis results.) (YLB)

ED 260 222 CE 042 057

Swanson, Richard A. And Others

Exploitation: One View of Industry and Business.

Training and Development Research Center:

Project Number Ten.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

Pub Date—May 85

Note—22p.; For related documents, see CE 042 050-056.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business, Career Education, *Employee Attitudes, *Employer Attitudes, *Employer Employee Relationship, *Industrialization, Industry, *Labor Conditions, Labor Demands, Labor Economics, Models, Unions

Identifiers—*Exploitation, Industrial Revolution

A reasonable definition of exploitation is an unjust or improper use of another person for one's own profit or advantage. Exploitation predates the age of industry; it is not the sole province of industry and business. Worker responses to exploitation in the evolving industrial democracy have taken the form of labor unions, political clubs, credit unions, and recreational clubs. Business and industry have not eradicated exploitation but have come a long way in neutralizing its effects through concern with quality of product, service, and work life. The complexity of modern industry and business and the multiplicity of interrelationships require a new model to explain the concept of exploitation as it relates to the workplace. It must delineate relationships where the possibility of exploitation exists and describe what constitutes the absence or neutralization of exploitation. In a two-axis matrix, the environment of industry and business is broken down into groups of interested parties: owners, employees, and society at large. All of the groups exist in a state of tension because each seeks its own advantage. A line of equilibrium indicates the points at which the gains of both parties in the relationships are equivalent. (YLB)

ED 260 223 CE 042 058

Swanson, Richard A. Ed. And Others

A View of Industry.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.

Pub Date—83

Note—31p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communications, Construction (Process), *Curriculum, *Definitions, Evaluation Methods, *Industrial Education, *Industry, Literature Reviews, Manufacturing, Matrices, *Models, *Postsecondary Education, Power Technology, Synthesis

This monograph describes industry at a point in time from the perspective of the faculty in Industrial Education at the University of Minnesota. Section 1 describes the effort to define industry from the perspective of the industrial, business, and economic literature. The remainder of this section is divided into the two components of analysis and synthesis. The analysis of the literature provides the basis of a more articulate definition of industry. Industry is defined as the sector of economic activity that produces and services goods. This analysis section is organized by two major perspectives: understanding industry through definition and understanding industry through classification. The synthesis section discusses the implications for industrial education in terms of proposed curriculum boundaries and structure. Section 2 produces an explicit model of industry using both the definition and classification levels discussed in Section 1. The industry definition is reiterated, and four industry clusters are established: manufacturing, construction, communication, and power. Cluster matrices and accompanying definitions provide explicit industry content boundaries for industrial education. Each matrix contains two major axes. Vertical axes define a process unique to the cluster; horizontal axes describe the industry applications unique to the cluster being presented. (YLB)

ED 260 224 CE 042 075

Parker, Robert Sands, James

Lake County Area Vocational Center Computer-Managed Instructional System for Competency-Based Vocational Education. Version 1.1. Instructor Guide.

Lake County Area Vocational Center, Grayslake, IL.

Pub Date—Jun 85

Note—68p.

Pub Type—Guides - Classroom - Teacher (052) — Computer Programs (101)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Competency Based Education, *Computer Managed Instruction, *Computer Oriented Programs, Data Collection, Data Processing, Guidelines, *Management Information Systems, Recordkeeping, Secondary Education, *Vocational Education

This instructor's manual is designed to familiarize vocational education teachers with the use of computer-managed instruction (CMI) in competency-based vocational education programs. Discussed in the introductory section of the manual are the basic functions of CMI, tips for getting started, daily recordkeeping procedures, weekly timetask updates, and reports generated by the system. The next section deals with management of databases, task status files, task description files, and student information files. Covered in the remaining two sections of the guide are procedures for monitoring student progress and using a report generator. (MN)

ED 260 225 CE 042 076

Blackman, Linda L. And Others

Economic Literacy: An Instructional Guide for Vocational Education.

Regional Superintendent of Schools for Alexander-Johnson- Massac-Pulaski-Union Counties, Anna, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—85

Contract—R-31-35-X-0214-469

Note—196p.; For the companion bibliography to this guide, see CE 042 077.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, Business Cycles, *Business Education, Classroom Techniques, *Consumer Economics, Consumer Education, Decision Making, Economic Climate, Economic Development, Economic Factors, *Economics, Futures (of Society), Guidelines, Learning Activities, Lesson Plans, Marketing, Measurement Techniques, *Productivity, Records (Forms), Resources, Secondary Education, *Small Businesses, Teaching Methods, *Vocational Education

Identifiers—Free Enterprise System

This instructor's guide consists of materials for use in helping vocational education students acquire basic economic literacy. Addressed in the individual units of the guide are the following topics: worker productivity, the free enterprise system, components of the economy, the consumer as a decision maker, small business functions, economic principles in the marketplace, economic stability and growth, economic concerns of the future, the world economy, the circular flow of economic activity, and economic measurements. Each unit contains some or all of the following: a list of topics covered in the unit, a list of objectives, a content outline that indicates the grade level (elementary, intermediate, or secondary) of each individual topic, suggested individual and group student learning activities, a newspaper and periodical report form, suggested curriculum references, and recommended periodicals to review for current economic issues and concerns. An appendix to the guide includes a brief discussion of the process of the identification and development of the economic literacy components included in the guide and a list of persons involved in the development effort. (MN)

ED 260 226 CE 042 077

Blackman, Linda L. And Others

An Annotated Bibliography on Economic Literacy for Vocational Education.

Regional Superintendent of Schools for Alexander-Johnson- Massac-Pulaski-Union Counties, Anna, IL.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—30 Jun 85

Contract—R-31-35-X-0214-469

Note—142p.; For the related instructional guide, see CE 042 076.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Annotated Bibliographies, Business Education, *Career Education, Collective Bargaining, Consumer Economics, *Consumer Education, Credit (Finance), Curriculum Development, Curriculum Guides, Decision Making, Distributive Education, *Economics, Elementary Education, Entrepreneurship, Fringe Benefits, Guides, *Inflation (Economics), Inservice Teacher Education, Marketing, Money Management, Physical Disabilities, *Productivity, Program Development, Program Implementation, Secondary Education, Small Businesses, Taxes, Tests, Textbooks, Unemployment, Unions, *Vocational Education

Intended for vocational education teachers and curriculum specialists with an emphasis on the secondary level, this annotated bibliography is designed as a companion guide to "Economic Literacy: A Suggested Instructional Content Guide for Vocational Education." Its purpose is to serve as an aid in the identification of available economic literacy instructional publications, both commercial and public service, and as an infusion of economic literacy knowledge with applicable student activities into the school's existing vocational education instructional programs. The bibliography is divided into two sections: Annotated Bibliography of Resource Materials Received from Agencies and Annotated Bibliography of References Received from Publishers. In part 1 the agencies that provided resource materials are arranged in alphabetical order. The resource materials are alphabetized by title under the agency. In part 2 the publishers that provided references are arranged alphabetically. References are alphabetized by title under their publisher. For each item (resource material or reference), this information is provided: title, author, type of material and grade level, subject content, and economic concepts. Appendixes provide names and addresses of agencies and publishers. (YLB)

ED 260 227 CE 042 078

Connections: A Journal of Adult Literacy.
Adult Literacy Resource Inst., Boston, MA.
Spons Agency—Boston Neighborhood Development and Employment Agency, MA.
Pub Date—Jul 85

Note—111p.

Available from—Adult Literacy Resource Institute, Roxbury Community College, 625 Huntington Avenue, Boston, MA 02115.

Journal Cit—Connections: A Journal of Adult Literacy; n1 Jul 1985

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Counseling, Adult Education, *Adult Literacy, Adult Programs, Competency Based Education, Curriculum Development, *English (Second Language), External Degree Programs, *High School Equivalency Programs, Illiteracy, Mathematics Curriculum, Mathematics Instruction, Models, Program Development, Second Language Instruction, *Teaching Methods

Identifiers—General Educational Development Tests, Jobs for Youth

These nine articles reflect the diversity of activities taking place in adult education and adult literacy in the Boston area. An introduction briefly describes each article; notes on the authors follow. In "A Third 'R'—Radical Math," Marilyn Frankenstein describes a mathematics course that, through content and method, both broadens political consciousness and makes participants active self-educators, in addition to teaching math. "Holistic Teaching and Learning Methods" (Adele MacGowan) discusses ideas that fall under the category of "holistic" approaches that engage the learner in real and substantive contexts for learning. "Organizing a Language Arts Program for Functionally Illiterate Adults in a Classroom Setting" (Sylvia Lotsepich Greene) describes in detail the multifaceted components of a basic reading and writing program and curriculum for adults. "Special Projects in ESL—One Class' Story" (David Russell) tells how a magazine of student writings and a videotape focusing on students' lives came into being through an English as a Second Language class. "Missing Pieces—A Proposal to Reappraise Adult Literacy Using Different Frames of Mind" (Lynell D. Horne) surveys the literature and thinking on the definitions and effects of literacy. "Developing Listening Skills—Rationale and Discrimination Exercises" (John Croes) identifies the need for listening exercises in daily ESL lessons and describes some useful formats for presenting them. "Jobs for Youth's Competency-Based G.E.D. Curriculum" (Jean Chambers) is a brief account of the curriculum development process and a description of this curriculum model in its current version. "A Counseling Model for Adult ESL Students" (Stuart Gadal) focuses on the needs and opportunities facing adult education programs in the area of counseling. "Making Things Clear—A Program Handbook Really Written for Students" (Elaine Schear) is an actual brochure for students entering Boston's External Diploma Program. (YLB)

ED 260 228 CE 042 079

Worthington, Robert M.
Bringing National Issues into Focus for Special Populations: The Assistant Secretary's Perspective.

Pub Date—21 Aug 85

Note—8p; Paper presented at the National Conference of State Vocational Education Special Needs Personnel (Alexandria, VA, August 21, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Compliance (Legal), *Disabilities, *Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, *Exceptional Persons, *Federal Legislation, *Limited English Speaking, Mainstreaming, Secondary Education, Special Education, State Programs, *Vocational Education

Identifiers—*Carl D Perkins Vocational Education Act 1984

Vocational education has been greatly increasing its services to special needs populations. For example, the enrollments reported by the states for school year 1982-83 indicate a 38 percent increase in the number of handicapped persons served in vocational education, a 65 percent increase in the number of disadvantaged served, and a 163 percent

increase in the number of limited English speaking (LEP) students served in vocational education since 1980-81. The Carl D. Perkins Vocational Education Act sets forth the following new emphases: (1) the provision of information to handicapped, disadvantaged, and LEP students regarding the opportunities available in vocational education; (2) the requirement that each handicapped, disadvantaged, or LEP student enrolling in vocational education receive an assessment of his or her interests, abilities, and special needs with respect to completing a vocational education program successfully; and (3) the mandate of counseling services to facilitate the transition of handicapped and disadvantaged students from school to employment. The Vocational Education Act also contains, for the first time, equal access language as it pertains to these populations. Special needs vocational educators have a tremendous responsibility in ensuring that these laws are followed and that vocational education is responsive to the special needs of handicapped, disadvantaged, and limited English proficiency students. (KC)

ED 260 229 CE 042 081

Worthington, Robert M.

Adult Education Opportunities.

Pub Date—Jul 85

Note—17p; Paper presented at the Annual Conference of the State Directors of Adult Education (Washington, DC, July 9-11, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Education, Adult Literacy, Agency Role, Basic Skills, Continuing Education, Educational Needs, Educational Opportunities, Educational Trends, Enrollment Trends, Entrepreneurship, Financial Support, Futures (of Society), Government Role, *Government School Relationship, Job Training, *Literacy Education, Military Training, Postsecondary Education, *Vocational Education

Identifiers—*Department of Education

In recent years, many dramatic changes have occurred in the field of adult and continuing education. Enrollments in the Federal adult basic education (ABE) effort alone have increased from 536,000 in 1970 to over 2.5 million students in 1985, with over one-fourth of these participants being Black or Hispanic. In 1985, Congress has reauthorized the legislative mandates for the adult vocational education programs, the national literacy effort has continued its efforts to bring the issue of adult literacy to national focus, and private sector involvement and support have continued in all areas of adult education. Included among the many projects in the area of adult education currently receiving support from the Department of Education (DOE) are the following: ADVOC-NET, a telecommunications network designed to increase cooperation among leaders in adult and vocational education; the National Literacy Awareness Campaign, an effort to recruit volunteer leaders and tutors; and the Federal Employee Literacy Training (FELT) Program. In addition, DOE has established a number of task forces to examine ways of enhancing opportunities in adult education. Two particularly noteworthy task forces are one focusing on ways of infusing entrepreneurship education throughout the U.S. educational system and another that is involved in devising ways to increase the Nation's defense preparedness by raising basic skills levels among members of the Armed Forces to meet military job needs. (MN)

ED 260 230 CE 042 083

Worthington, Robert M.

Consumers Should Know.

Office of Elementary and Secondary Education (ED), Washington, DC.

Pub Date—22 Apr 85

Note—13p; Paper presented at the National Consumers' Week '85 Forum (Washington, DC, April 22, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, Adult Literacy, *Consumer Economics, *Consumer Education, Educational Finance, *Educational Needs, Federal Legislation, Federal Programs, *Federal State Relationship, *Government Role, Literacy Education, Role of Education, School Role, Secondary Education, *State Federal Aid, State Programs, Vocational Education

Identifiers—United States

Consumer education can be defined as "a study of intelligent and effective methods of buying and using goods and services, competent money management, and the relationship of the consumer to the economy, the workplace, and the home." An important role of government is providing the individual with information so that the individual can exercise the option of choice provided by our system of government. On the Federal level, consumer education cuts across all departmental and agency lines. As a result of the Education Act of 1972, the Federal Government became involved in consumer education. Most junior and senior high schools today offer some courses in consumer economics as part of the home economics program or as part of marketing education, business education, or social studies. However, these programs are funded by a much larger percentage of state and local funds than Federal funds. The challenge today is to get consumer information to the people who need it the most, including those who are disadvantaged or illiterate. Efforts should be made to use television, outreach programs, newspapers, and basic education courses as vehicles to bring consumer education to a larger proportion of the population, especially to those who need it the most. Officials at the national level encourage activities to support strong private and voluntary activity and partnerships for consumer education. (KC)

ED 260 231 CE 042 084

Hamilton, Trudy And Others

Vocational Recreational Programs for "Latch Key Kids."

Winnebago Community Unit School District 323, Ill.

Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date—Jun 85

Contract—R-31-15-x-0332-528

Note—60p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*After School Programs, Behavioral Objectives, *Child Care Occupations, Classroom Techniques, *Cross Age Teaching, Elementary Education, *Extended School Day, Guidelines, Learning Activities, Lesson Plans, *Occupational Home Economics, Program Development, Program Implementation, Records (Forms), *Recreational Programs, Resources, Secondary Education, Teaching Methods

Identifiers—*Latchkey Children

This package consists of a report describing a project in which child care students served as leaders in after-school recreational programs for latch key children, a series of newspaper articles describing the program, an article by Judy Weber entitled "Latch Key Programs Providing Experiential Opportunities for Child Care Students," and the process manual that was developed during the project. The following items are included in the process manual: a list of descriptive terms used, steps in setting up a latch key program, answers to questions frequently asked about latch key children and programs for them, a list of community resources, an overview of a child care class in programming for latch key children, lesson plans for use in the child care class, lesson plans for child care students to use in recreational programs for latch key children, a list of suggested resources, and a letter to latch key program developers. Appendices to the manual include an application form for project coordinators, a sample letter for distribution at a latch key meeting, latch key program guidelines, an off-grounds permission form, parent and child care student evaluation forms, a latch key child registration form, a medication permission form, and a letter to teachers of latch key children. (MN)

ED 260 232 CE 042 089

McCray, Paul M. Blakemore, Thomas F.

A Guide to Learning Curve Technology to Enhance Performance Prediction in Vocational Evaluation. Research Utilization Report.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—85

Note—54p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adults, Cognitive Processes, Computer Oriented Programs, Computer Software, Evaluation Criteria, Performance Factors, "Performance Tests," "Predictive Measurement," "Predictive Validity, Predictor Variables," "Vocational Evaluation," "Vocational Rehabilitation Identifiers," "Learning Curves"

The primary purpose of this monograph is to describe how learning curves can be applied to vocational evaluation procedures to enhance the reliability and accuracy of performance prediction. Particular emphasis is placed on describing two techniques known as the "best 20 percent method" and the "Performance Analyzer and Enhancer." The latter is a computer software program designed for use with inexpensive microcomputers in both vocational evaluation and work adjustment practices. Together, they represent an effective and practical approach to learning curve applications in typical vocational evaluation settings. Three other approaches to learning curve use are also described. They range in complexity from Tillman's simple notion of constantly readministering a task and plotting performance until "peak performance" is achieved, to sophisticated learning curve equations. Each of these techniques, while having significant limitations, also has much to offer current vocational evaluation practice. However, learning curve technology should be viewed as a complement to current vocational evaluation practices. It provides an additional means for better understanding client capabilities and limitations. Continued research and field testing, along with an increased emphasis among educators on providing training in learning curve technology to professional evaluation personnel, will perhaps lead to a wider use of learning curves in vocational evaluation programs as well as further refinement and improvement of many of the methods and techniques presented in this monograph. (KC)

ED 260 233 CE 042 090

Schnittgrund, Karen P., Ed.
American Council on Consumer Interests. Proceedings. Annual Conference (31st, Fort Worth, Texas, March 27-30, 1985).
American Council on Consumer Interests, Columbia, Mo.
Pub Date—85
Note—335p.
Available from—American Council on Consumer Interests, 240 Stanley Hall, University of Missouri, Columbia, MO 65211.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Advertising, Conference Proceedings, "Consumer Economics," "Consumer Education," "Consumer Protection, Consumer Science, Credit (Finance), Developing Nations, Economics, Employment, Farm Management, "Financial Services," "Money Management, Older Adults, Preretirement Education, Public Policy, Research

Identifiers—"Consumer Expenditure Survey, Home Equity Conversion," "Simultaneous Equations

These proceedings contain presentations, discussants' remarks, roundtable discussions, and papers from poster sessions and panels. Selected titles of particular relevance to the field of education are: "Factors Affecting the Probability of Accepting a Retirement Incentive: Evidence to Support Retirement Planning Education" (Hogarth); "Advertising and Ideological Content in Free Consumer Curriculum Materials" (Rudd, Buttolph); "Consumer Education: The Business Sector's Contribution" (Haney); "A New Agenda for Consumer Education: A Challenge to ACCI" (Zelenak); "College Student Usage of EFTS and Locus of Control" (Churaman); "Health Maintenance Organizations and Consumer Education" (Miller and Henderson); "Course Requirements, Job Responsibilities, Compensation for Financial Counselors: The Industry View" (Langrehr, Langrehr); "The Scope of Consumer Education as Reflected in Interdisciplinary Curriculum Guides for Secondary Education Programs" (Cunningham, Miller); "Knowledge of Men and Women about Consumer Credit Laws, Insurance, and Estate Planning" (Perch). (YLB)

ED 260 234 CE 042 092

Job Keeping Skills.
South Carolina State Dept. of Education, Columbia.

Office of Vocational Education.

Pub Date—May 85

Note—465p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, Classroom Techniques, Communication (Thought Transfer), Competency Based Education, Curriculum Guides, Educational Resources, "Employment Potential, Entry Workers, High Schools, "Job Skills, "Learning Activities, Learning Modules, Motivation, Occupational Safety and Health, On the Job Training, Promotion (Occupational), Self Actualization, Student Attitudes, "Teaching Methods, Units of Study, Vocational Education, Wages, "Work Attitudes

This curriculum is designed to help teachers teach a course in job keeping skills to high school students in order to instill in them appropriate attitudes for the world of work. The guide introduces the human aspects of working in an organization. "Job Keeping Skills" is divided into 10 instructional units. Each unit contains four or more lessons that can each be completed in approximately 50 minutes of class time. Each lesson consists of these components: unit title, lesson title, educational concept, objectives, resources needed, learning activities, evaluation, other suggested resources, and follow-up activities. Topics of the units are the following: understanding free enterprise, motivation, work attitudes and habits, appearance, learning the job, safety, communication, take-home pay, terminating the job, and job advancement. A seven-page bibliography of printed and audiovisual resources is included. (KC)

ED 260 235 CE 042 216

Morin, Lucien Cosman, J. W.
Education and Criminal Justice: The Educational Approach to Prison Administration. The United Nations Standard Minimum Rules for the Treatment of Prisoners.
International Council for Adult Education, Toronto (Ontario).

Pub Date—Oct 84

Note—24p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—"Correctional Education, "Correctional Institutions, "Correctional Rehabilitation, Criminal Law, "Human Dignity, "Institutional Administration, "Prisoners

Identifiers—Standard Minimum Rules for Treatment of Prisoners, United Nations

The United Nations Standard Minimum Rules for the Treatment of Prisoners do not express the basic principle that would support a serious educational approach to prison administration. The crucial missing rationale is the concept of the inherent dignity of the individual human prisoner. This concept has certain basic educational implications, culminating in the concept of education directed to the development of the total human personality. Such a concept is quite foreign to contemporary approaches to prison administration. In actual practice, prison education is seen as a tool of incarceration technology. Prison education, which normally includes both academic and vocational programs inside prison walls, is mostly of inferior quality. Most prison authorities attach little value to conventional educational programs, and the idea of rehabilitation is largely being abandoned. The role of the prison is often reduced to the protection of society. A case for prison education should be approached from the ideas of right and fraternal obligation to fellow men. The educational approach to prison administration possesses characteristics related to these topics: the prisoner as a person, the prison as educational, and the educational model and justice. The Rules should be amended to express recognition of the principle of the dignity of the human person. (YLB)

ED 260 236 CE 042 217

McKinney, Loretta A.
Extending Horizons: Inservice Guide for Preparing School-Community Teams.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85

Note—205p.; For related documents, see CE 042 218-223.

Available from—National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Not available separately; set of

seven documents, RD257-\$30.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Behavioral Objectives, "Disabilities, "Education Work Relationship, Individualized Education Programs, Individualized Programs, "Inservice Education, Instructional Materials, "Job Placement, Postsecondary Education, Resource Staff, School Community Relationship, Secondary Education, "Social Support Groups, Special Education, "Team Training, Vocational Education

Identifiers—Individualized Employment Programs, "Support Services

This inservice guide and six companion documents comprise a series developed for assisting disabled persons in their transition from secondary and postsecondary vocational education to work. The model is designed to prepare support teams of school-community persons. This guide is intended for use by the field coordinator, administrator, and/or any other designee of the school-community site with responsibility for coordinating resource persons for supporting handicapped individuals in transition. It provides planning resources for conducting the preparation experiences for the support teams. Section 1 describes the inservice model and addresses the administrator and field coordinator roles in preparing the school-community liaison; the organization, procedures, and guidelines needed to identify those persons to be involved in the inservice experiences; and the youth to be supported. Plans for six inservice sessions follow. The following kinds of information are included for each session: session overview (time required, space requirements, purpose, objectives, content, resource requirements, activities), planning directions, content, resource information and related services, session description and plan, optional approaches, and masters. Session topics are orientation, expectations for employment, legislation and awareness, individualized education program development, employment service agencies, and job interview. A final section contains suggestions for mini-workshops. (YLB)

ED 260 237 CE 042 218

McKinney, Loretta A. Vreeburg, Margaretta
Extending Horizons: Roles of School-Community Support Groups. Research and Development Series No. 257A.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date—85

Note—23p.; For related documents, see CE 042 217-223.

Available from—National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257A-\$2.75).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Administrator Role, "Disabilities, "Education Work Relationship, Family Role, Individualized Programs, "Job Placement, Postsecondary Education, Resource Staff, "Responsibility, School Community Relationship, Secondary Education, Social Support Groups, Special Education, "Staff Role, Teacher Responsibility, Teacher Role, Team Training, Vocational Education

Identifiers—Individualized Employment Programs, "Support Services

This companion document describing roles and responsibilities of school-community support group members, five other companion documents, and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. Consumers interested in this document include administrators, teachers, students, counselors, employers, employees, parents, spouses, and other community agency persons as appropriate to the individual needs of each handicapped person. Following an introduction, information is provided regarding basic functions of each person in various roles. Discussion first focuses on confidence building, field coordinator role, local coordination adjustment, and potential support team members. Next, responsibilities of these transition model team members are described: team leader; student; vocational education personnel; special education personnel; academic teacher(s); counseling personnel; parents, guardian, spouse; specialist(s) from community agencies; employer(s); peer(s); and union representatives. Descriptions of local steering committee

member roles and of state advisory committee responsibilities in planning for and implementing of supportive services for handicapped persons are included. (YLB)

ED 260 238 CE 042 219
McKinney, Lorella A. Vreeburg, Margaretha
Extending Horizons: Student Paths to Employment. Research and Development Series No. 257B.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—85
Note—36p.; For related documents, see CE 042 217-223.

Available from—National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257B-\$2.75).

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Exploration, *Disabilities, Educational Legislation, *Education Work Relationship, Federal Legislation, Individualized Programs, *Job Application, *Job Placement, *Job Search Methods, Job Skills, Postsecondary Education, Resource Staff, School Community Relationship, Secondary Education, *Social Support Groups, Special Education, Vocational Education, Workbooks
Identifiers—Individualized Employment Programs, *Support Services

This workbook for the handicapped person involved in the transition from education to work, five other companion documents, and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. This guidebook is intended for use by the student either independently or with guidance from a support team leader, the classroom teacher, or counselor. An introduction is followed by sections on understanding one's team, exploring careers, getting ready for the world of work, looking for jobs, surviving on the job, and understanding the laws that affect handicapped youth. Each section contains information, suggestions, activities, and worksheets. A bibliography concludes the workbook. (YLB)

ED 260 239 CE 042 220
McKinney, Lorella A. Vreeburg, Margaretha
Extending Horizons: IEP Planning. Research and Development Series No. 257C.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—85
Note—27p.; For related documents, see CE 042 217-223.

Available from—National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257C-\$2.75).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disabilities, *Education Work Relationship, *Individualized Education Programs, *Job Placement, Needs Assessment, Postsecondary Education, Resource Staff, School Community Relationship, Secondary Education, Social Support Groups, Special Education, *Student Needs, Team Training, Vocational Education
Identifiers—Individualized Employment Programs, *Support Services

This companion document designed to assist support persons in gaining the necessary understanding, awareness, and knowledge to participate effectively in the individualized education/employment program (IEP) process; five other companion documents; and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. Its intended audience includes all school-community support persons involved in the IEP process—field coordinators, school administrators, community agency representatives, and regular teachers. The background and the purpose for having IEPs are presented in a clear and descriptive format. Specific suggestions are then provided regarding how to implement the school-community supportive services necessary for a smooth and successful transition of handicapped youth from education to work at the secondary and postsecondary levels. Sample student needs and support team member needs inventories are in-

cluded. Step-by-step instructions are also provided for designing and completing the IEP form. A bibliography concludes the document. (YLB)

ED 260 240 CE 042 221
McKinney, Lorella A. West, Catherine
Extending Horizons: Family and Friends. Research and Development Series No. 257D.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—85
Note—15p.; For related documents, see CE 042 217-223.

Available from—National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257D-\$2.75).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Disabilities, *Education Work Relationship, Family Involvement, *Family Role, *Individualized Education Programs, *Job Placement, *Parent Participation, Postsecondary Education, Resource Staff, School Community Relationship, Secondary Education, Social Support Groups, Special Education, Team Training, Vocational Education
Identifiers—Individualized Employment Programs, *Support Services

This companion document describing the role of parents, family members, and close friends in the individualized education program (IEP) process; five other companion documents; and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. Its purpose is to help family and friends understand the importance of their contribution and support as well as assist them to understand the balance that must be maintained between support and interdependency. Information is provided on societal attitudes toward family and friend participation in educational development of handicapped students and legislative support for parental involvement. The IEP is described in terms of rule requirements, family questions regarding the IEP documents, and the due process hearing and roles for parents at an IEP conference. Suggestions are made for teaming up with others to provide input to school systems. Information on accessing vocational education and aiding the student in getting employment is presented in a descriptive format. A bibliography concludes the document. (YLB)

ED 260 241 CE 042 222
McKinney, Lorella A. West, Catherine
Extending Horizons: Employers as Partners. Research and Development Series No. 257E.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—85
Note—24p.; For related documents, see CE 042 217-223.

Available from—National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257E-\$2.75).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accessibility (for Disabled), Design Requirements, *Disabilities, *Education Work Relationship, *Employment Practices, Hearing Impairments, *Job Placement, Learning Disabilities, Mental Retardation, Physical Disabilities, Postsecondary Education, Resource Staff, School Community Relationship, Secondary Education, Social Support Groups, Special Education, *Supervisory Methods, Team Training, Visual Impairments, Vocational Education
Identifiers—Individualized Employment Programs, *Support Services

This companion document designed to provide employers with basic information, understanding, and facts regarding the employment capabilities of handicapped persons; five other companion documents; and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. An introduction presents information regarding common misconceptions held by society relative to employment of the handicapped, legislation affecting the employment of handicapped individuals, and hiring of handicapped workers. The next section provides an

overview of these handicapping conditions: blindness/visual impairment, deafness/hearing impairment, orthopedic impairment (multiple sclerosis, cerebral palsy), mental retardation, learning disabilities, and other health impairments (epilepsy, mental illness). Three other brief sections address supervising handicapped employees, architectural needs/criteria, and work station adaptation. A bibliography concludes the document. (YLB)

ED 260 242 CE 042 223
McKinney, Lorella A. West, Catherine
Extending Horizons: School and Community Persons. Research and Development Series No. 257F.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date—85
Note—20p.; For related documents, see CE 042 217-222.

Available from—National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD257F-\$2.75).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accessibility (for Disabled), *Disabilities, *Education Work Relationship, Individualized Instruction, *Job Placement, *Mainstreaming, Media Adaptation, Postsecondary Education, Resource Staff, School Community Relationship, Secondary Education, Social Support Groups, Special Education, *Teaching Methods, Team Training, Vocational Education
Identifiers—Individualized Employment Programs, *Support Services

This companion document providing basic information for general educators and other community persons to increase their awareness and understanding of how to meet the needs of handicapped youth in the school-to-work transition, five other companion documents, and an inservice guide comprise a series developed for assisting disabled persons in their transition from school to work. This document begins by discussing the handicapped student population, mainstreaming concerns, and legislative requirements and resources. General descriptions of capabilities and dysfunctions associated with selected handicapping conditions as well as descriptions of effective instructional strategies are provided for those working with handicapped persons. These handicapping conditions are included: deafness/hearing impairment, blindness/visual impairment, mental retardation, learning disabilities, orthopedic impairment, multiple sclerosis, and other health impairments. Materials adaptations as well as environmental modifications are also briefly described. A brief discussion on facilitating successful transition concludes the document. An appendix listing sources of curriculum materials and special aids is followed by a bibliography. (YLB)

ED 260 243 CE 042 226
Gregory, Margaret R.
Curriculum Guide for Fashion Merchandising (Fashion Salesperson).
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date—84
Note—263p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Advertising, Behavioral Objectives, Career Development, *Clothing, Clothing Design, Competency Based Education, Curriculum Guides, *Distributive Education, Employment Interviews, *Fashion Industry, High Schools, Job Application, *Learning Activities, *Marketing, Merchandise Information, *Merchandising, Occupational Home Economics, Sales Occupations, Self Actualization, Self Care Skills, Student Organizations, Textiles Instruction, Vocational Education

This curriculum guide is designed to help teachers teach a course in fashion merchandising to high school students. The guide contains eight performance-based learning modules, each consisting of one to seven units. Each unit teaches a job-relevant task, and includes performance objectives, performance guides, resources, learning activities, evaluation standards, and achievement tests for the fashion merchandising field. The guide is designed to be used with any teaching method, such as lecture/demonstration or discussion. The following

topics are covered in the guide: overview of the fashion industry; orientation to marketing and distributive education, Distributive Education Clubs of America, and cooperative education; career development; personal development; nature of fashion; sales promotion; product technology; and merchandising. Bibliographies are included in each module. Appendixes to the curriculum guide list duties and tasks required of students for each unit, supplies and equipment, and bibliographic resources for fashion merchandising. (KC)

ED 260 244 **CE 042 228**
Management and Family Economics Student Modules, Instructor's Guide.
 South Carolina State Dept. of Education, Columbia.
 Home Economics Education Section.
 Pub Date—85
 Note—515p; For the related student modules, see CE 042 229.

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF02/PC21 Plus Postage.
 Descriptors—Classroom Techniques, Communications, *Competency Based Education, *Consumer Economics, Decision Making Skills, *Family Life Education, High Schools, *Home Economics, Homemaking Skills, *Home Management, Housing, Human Resources, Insurance, Learning Activities, Learning Modules, *Money Management, Planning, Recordkeeping, Teaching Methods, Time Management, Vocational Education.

This instructor's guide was designed to help teachers present a performance-based course in family management and economics to high school students. The guide contains a listing of the modules contained in the student modules with suggested levels and courses for teaching; additional learning experiences; lists of supplemental resources and references; needed supplies, tools, and equipment; and keys to student tests. (The reading material for each module and the student tests are not in the instructor's guide). The modules are written so that they may be used effectively for various modes of instruction (i.e., individualized, small group, entire class, etc.). This teacher's guide is keyed to the 73 student modules, which cover the following topics: values, goals, time management, energy, skills and abilities, human resources, decision making, planning, storage, activity centers, supplies and equipment, time on tasks, work simplification, body mechanics, motivation, work curves, routines, work responsibilities, management know-how, supervision, communication, life-styles, family crises, disasters, budgeting, recordkeeping, banking, credit, product information, fraud, shopping, catalogs, health and grooming supplies, lawn equipment, minor appliances, service contracts, consumer protection, income tax forms, purchasing a home, moving, home improvements, family transportation, vehicle maintenance, driving instruction, insurance, investments, retirement and death, resources at home, alterations and sewing services, child care services, doctors and lawyers, appliance repairs, and yard care. (KC)

ED 260 245 **CE 042 229**
Management and Family Economics Student Modules.
 South Carolina State Dept. of Education, Columbia.
 Home Economics Education Section.
 Pub Date—85
 Note—468p; For the related instructor's guide, see CE 042 228.

Pub Type—Guides - Classroom - Learner (051)
 EDRS Price - MF01/PC19 Plus Postage.
 Descriptors—Communications, *Competency Based Education, *Consumer Economics, Decision Making Skills, Educational Resources, Equipment, *Family Life Education, Hand Tools, High Schools, *Home Economics, Homemaking Skills, *Home Management, Housing, Human Resources, Insurance, Learning Activities, Learning Modules, *Money Management, Planning, Recordkeeping, Time Management, Units of Study, Vocational Education.

This document contains 73 performance-based modules for student use in high school home management and family economics courses. Each module is composed of an introduction for the student, a performance objective, a variety of learning activities, content information, a student self-check, recommended references, and an evaluator's final checklist. The modules are written so that they may be used for various modes of instruction (i.e., individualized, small group, entire class, etc.). Keyed to

a teacher's guide, the student modules cover the following topics: values, goals, time management, energy, skills and abilities, human resources, decision making, planning, storage, activity centers, supplies and equipment, time on tasks, work simplification, body mechanics, motivation, work curves, routines, work responsibilities, management know-how, supervision, communication, life-styles, family crises, disasters, budgeting, recordkeeping, banking, credit, product information, fraud, shopping, catalogs, health and grooming supplies, lawn equipment, minor appliances, service contracts, consumer protection, income tax forms, purchasing a home, moving, home improvements, family transportation, vehicle maintenance, driving instruction, insurance, investments, retirement and death, home resources alterations and sewing services, child care services, doctors and lawyers, appliance repairs, and yard care. (KC)

ED 260 246 **CE 042 236**
Guy, W. B.
T & I-Electronics. Kit No. 605. Instructor's Manual and Student Learning Activity Guide.
 South Carolina State Dept. of Education, Columbia.
 Office of Vocational Education.
 Pub Date—85
 Grant—SC-5058-76-1-211-0330
 Note—24p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
 EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Behavioral Objectives, *Electronics, Programmed Instructional Materials, Secondary Education, Student Evaluation, *Student Projects, Teaching Guides, *Trade and Industrial Education.

Identifiers—*Resistors (Electrical Equipment)
 This instructor's manual and student learning activity guide comprise a kit for trade and industrial (T & I) education activities in electronics. Purpose stated for the activities is to teach the student to recognize various electronics components and to learn how these components work together by assembling a project. The instructor's manual contains information on activity duration, lists of goals and instructional objectives, vocational clusters, materials for activity implementation (description, safety, materials required, preparation prior to class, classroom techniques, followup activities), answer key, and duplication masters (occupational fact sheet). The student learning activity guide provides an introduction, a list of goals, directions, a list of required materials, and a programmed text. The programmed text presents each instructional objective, steps to follow to accomplish the objective, and check point instructions. Instructions and wiring sequences for five projects are provided. Occupational descriptions are appended. (YLB)

ED 260 247 **CE 042 238**
Bomar, William
T & I-Electric Motors. Kit No. 621. Instructor's Manual and Student Learning Activity Guide.
 South Carolina State Dept. of Education, Columbia.
 Office of Vocational Education.

Pub Date—85
 Grant—SC-5058-76-1-211-0330
 Note—40p; Revised by W. B. Guy.
 Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
 EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Behavioral Objectives, *Electricity, *Electric Motors, Equipment Maintenance, Programmed Instructional Materials, Secondary Education, Student Evaluation, *Trade and Industrial Education.

This instructor's manual and student learning activity guide comprise a kit for trade and industrial education (T & I) activities on electric motors. Purpose stated for the activities is to teach the student the four basic types of electric motors, the advantages and disadvantages of each, the types of jobs each can perform, and how to disassemble and reassemble an electric motor. The instructor's manual contains information on activity duration, lists of goals and instructional objectives, vocational clusters, materials for activity implementation (description, safety, materials required, preparation prior to class, classroom techniques, followup activities), answer key, and duplication masters (occupational fact sheet, worksheets). The student learning activity guide provides an introduction, a list of goals, directions, a list of required materials, and a programmed text. The programmed text presents each instructional objective, illustrated steps to follow to

accomplish the objective, and check point instructions. Occupational descriptions are appended. (YLB)

ED 260 248 **CE 042 240**
Michelsen, Robert F.
Graphic Arts-Offset Press Operator/Duplicating Machine. TI-622. Instructor's Manual and Student Learning Activity Guide.
 South Carolina State Dept. of Education, Columbia.
 Office of Vocational Education.

Pub Date—85
 Note—36p; Photographs may not reproduce clearly.
 Pub Type—Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
 EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Behavioral Objectives, *Graphic Arts, Printing, Programmed Instructional Materials, *Rephotography, Secondary Education, Student Evaluation.

Identifiers—*Offset Lithography
 This instructor's manual and student learning activity guide comprise a kit for a graphic arts activity on offset press operator/duplicating machine. Purpose stated for the activity is to provide the student with an understanding of the basic operation involved in the production of printed matter in the graphic communications industry through the production of letterhead stationery. The instructor's manual contains information on activity duration, lists of goals and instructional objectives, vocational clusters, materials for activity implementation (description, safety, materials required, preparation prior to class, classroom techniques, followup activities), answer key, and duplication masters (occupational fact sheet). The student learning activity guide provides an introduction, a list of goals, directions, a list of required materials, and a programmed text. The programmed text presents each instructional objective, steps to follow to accomplish the objective, and check point instructions. Occupational descriptions are appended. (YLB)

ED 260 249 **CE 042 244**
Towner, Rebecca
Career Education Learning Activity Packet for K-3.
 Riverside County Superintendent of Schools, Calif.
 Pub Date—Sep 84
 Note—105p.

Pub Type—Guides - Classroom - Teacher (052)
 EDRS Price - MF01/PC05 Plus Postage.
 Descriptors—*Attitude Change, Behavioral Objectives, *Career Awareness, *Career Education, *Daily Living Skills, Learning Activities, Primary Education, *Self Concept.

Identifiers—*Economic Awareness, *Educational Awareness
 This learning activity packet is designed to be adapted and used by teachers in a way that will benefit each student (readers and non-readers) and the class as a whole. Section 1 is a career education assessment tool for grades K-3. Section 2 is an activity guide that describes the career education objectives, activities, and resources relating to specific subject areas. Subject areas include language arts, social studies, and math. These objectives, resources, and activities are divided into six long-term goals within the first developmental stage, awareness. The six goals are self-awareness, occupational awareness, attitude development, educational awareness, economic awareness, and basic life and survival skills. Section 3 contains worksheets, lesson activity sheets (developmental stage, age level, goal, resource and location, objective, title, set-up, lesson, and followup), and discussion guides to be used with the activities. A listing of additional resources is appended. (YLB)

ED 260 250 **CE 042 246**
Harris, E. Edward
Entrepreneurship Education: Profiles of Programs in Illinois.
 Northern Illinois Univ., De Kalb. Coll. of Business.
 Spons Agency—Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
 Pub Date—Jul 85
 Note—216p.

Pub Type—Reports - Descriptive (141) — Reference Materials - Directories/Catalogs (132)
 EDRS Price - MF01/PC09 Plus Postage.
 Descriptors—Business Administration, Careers, *College Programs, Course Content, *Course Organization, Education Work Relationship, *En-

entrepreneurship, Occupational Information, Postsecondary Education, Program Content, Program Descriptions, *Program Implementation, *School Activities, Secondary Education, Small Businesses

Identifiers—*Illinois

This document provides resource listings and abstracts of entrepreneurship education programs currently being offered at the secondary and postsecondary levels (public and private) in Illinois. Projects included in the guide were chosen as a result of a survey of 3,000 schools in Illinois. The programs are listed in three sections: those offered by secondary schools, by community colleges, and by four-year colleges and universities. Each listing includes the name of the education agency, key administrators, key instructional personnel, contact person, agency, and address; program information (including course title, how course is taught, program objectives, instructional materials used, and plans for expansion); and student data (number enrolled annually, average enrollment by grade level, student recruitment, and existence of success stories). The catalog provides two-page descriptions of 38 secondary entrepreneurship programs, 40 community college programs, and 26 four-year college and university programs. (KC)

ED 260 251

CE 042 247

Worthington, Robert M.

Vocational and Adult Education: Major Regulation Issues.

Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—25 Jul 85

Note—14p; Presented at the Annual Meeting of the Education Commission of the States (Philadelphia, PA, July 25, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Adult Vocational Education, Compliance (Legal), Disabilities, Disadvantaged, Educational Finance, *Federal Legislation, Federal Programs, *Federal Regulation, Federal State Relationship, Postsecondary Education, Program Administration, Program Improvement, Secondary Education, State Federal Aid, State Programs, *Vocational Education

Identifiers—*Adult Education Act 1984, *Vocational Education Act 1984

Federal regulations for the Adult Education Act and the Carl D. Perkins Vocational Education Act were revised in 1985. The following are the major changes to the Adult Education Act regulations: (1) the definition of "adult" was changed to permit services to persons under the age of 16 in some cases; (2) the definition of "expansion" has been modified to include "efforts" to increase enrollments, rather than just "results"; (3) the Act permits the Department of Education to collect demographic and statistical information as simply as possible; (4) the regulations governing state advisory councils are much less prescriptive; (5) expenditures for administration are not limited by a percentage; (6) for-profit agencies can apply for funds; (7) all applications for funding are to be reviewed; and (8) multi-year rather than annual projects are now allowed. The following are some of the issues being discussed concerning the Carl D. Perkins Vocational Education Act: (1) the need to make vocational education programs accessible to all persons, and the need to improve the quality of vocational education programs in order to improve productivity and promote economic growth; (2) the problem of excess cost regulations, which reduce the amount spent on special populations; (3) an inequitable ratio for funding programs for persons with limited English proficiency; and (4) vague provisions. (KC)

ED 260 252

CE 042 248

Worthington, Robert M.

Keynote Address Honoring Apprentices at the Tool and Die Institute's Annual Completion Ceremonies (30th, Arlington Heights, Illinois, May 31, 1985).

Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—31 May 85

Note—11p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Apprenticeships, *Cooperative Planning, Coordination, Edu-

cational Cooperation, Educational Improvement, *Educational Needs, Educational Planning, Government School Relationship, *Labor Force Development, Linking Agents, Needs Assessment, School Business Relationship, School Role, Secondary Education, *Vocational Education

Identifiers—*Department of Education

Despite the recent emphasis on teaching the basic skills at the high school level, educators must not forget that vocational education, and apprenticeship training in particular, remains as important as ever to the economic development of the Nation. To meet the mandate for linkages and collaboration that appears in the Carl D. Perkins Vocational Education Act of 1984, the Department of Education (DOE) has taken the following steps: (1) formulation of an interagency agreement with the Department of Labor to coordinate apprenticeship training and vocational education activities; (2) development of collaborative linkages with the Department of Defense to ensure that the U.S. civilian labor force has the skills needed by defense-related industries; (3) provision of funds for a project, entitled the Precision Metalworking Skills Project, to enhance the skills and qualifications of persons entering skilled trades in the area of precision metalworking and to encourage students to consider a career in that field (in which a trade shortage of 238,000 workers over the next five years is projected); (4) establishment of awards to identify outstanding vocational education programs; and (5) organization of the Business-Higher Education Forum to encourage cooperation and collaboration among representatives of the business and academic communities in the United States. (MN)

ED 260 253

CE 042 249

Worthington, Robert M.

Collaboration with Vocational Education: A Potential New Role for O.I.C. in Expanding Youth Opportunities.

Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—7 May 85

Note—16p; Paper presented at the Annual Convocation of the Opportunities Industrialization Centers of America (21st, Indianapolis, IN, May 7, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, Community Action, *Community Organizations, Compliance (Legal), Disadvantaged, Educationally Disadvantaged, Educational Trends, *Employment Programs, *Federal Legislation, Futures (of Society), *Job Training, Outreach Programs, Postsecondary Education, Program Improvement, Secondary Education, *Vocational Education

Identifiers—*Carl D Perkins Vocational Education Act 1984, *Opportunities Industrialization Centers of America

The Carl D. Perkins Vocational Education Act authorizes the use of community-based organizations of proven effectiveness, such as Opportunities Industrialization Centers of America (OIC), to be involved in improving the overall vocational education delivery system. State assistance for vocational education support by community-based organizations is one of five special programs authorized by Title III of the Act. The Act encourages eligible recipients who are operating vocational education programs to develop relationships with community-based organizations. The Act requires each community-based organization that wants assistance under Title III to submit jointly with the appropriate eligible recipient a specified application to the state board. States will provide financial assistance to joint projects of community-based organizations within the state that provide the following special vocational education services and activities: outreach programs, prevocational educational preparation and basic skills development, special prevocational programs targeted to disadvantaged youth, career intern programs, student needs assessment, and guidance and counseling. Because of financial constraints and a shift in educational emphasis arising from the "A Nation at Risk" report, community-based organizations such as OIC will probably have more opportunity to be involved in vocational education in the future. (KC)

ED 260 254

CE 042 250

Worthington, Robert M.

Vocational Education for Displaced Homemakers and Single Heads of Households.

Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—29 Apr 85

Note—10p; Paper presented to the National Board of Directors of Displaced Homemakers, Inc. (Washington, DC, April 29, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Adult Basic Education, Adult Education, *Adult Vocational Education, Community Programs, Demonstration Programs, *Displaced Homemakers, *Educational Finance, *Federal Legislation, Federal Programs, Federal State Relationship, *Heads of Households, Nontraditional Occupations, *One Parent Family, Postsecondary Education, Program Development, Program Improvement, Reentry Workers, School Business Relationship, Sex Fairness, State Federal Aid, State Programs, Womens Education

Identifiers—*Carl D Perkins Vocational Education Act 1984

The emphasis on achieving sex equity, begun under the Education Amendments of 1976, continues and expands with the Carl D. Perkins Vocational Education Act. As in the 1976 amendments, the states are required to assign one person full-time responsibility for fulfilling mandated functions relative to sex equity. However, the new Act provides the financial resources necessary to meet the vocational needs of special populations and reduce sex stereotyping and bias in vocational education. The Act accomplishes this through two set-asides: one for single parents and homemakers, the other for young women and sex equity programs. The Act requires that the sex equity coordinator gather, analyze, and disseminate data on the adequacy and effectiveness of vocational education in meeting the educational and employment needs of women. The Act also provides for activities for displaced homemakers who want to develop home-based or small businesses; employer-linked training leading to placement of women in nontraditional jobs; a sex equity resources center; mini-grants to local school districts; and a statewide program to identify and tap the talents of women who have the potential for upward mobility. To implement these provisions, local planners can draw inspiration from exemplary programs such as those conducted in several states and localities. The role of the sex equity coordinator in all of these actions is extremely important. (KC)

ED 260 255

CE 042 251

Doty, Charles R. Stanley, Veronica E.

Review and Synthesis of Research and Development on Career Education Infusion in the Secondary Classroom 1976-1981.

Pub Date—15 Sep 85

Note—21p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Accountability, *Career Education, Demonstration Programs, Education Work Relationship, *Fused Curriculum, *Interdisciplinary Approach, Models, *Program Effectiveness, Program Evaluation, Program Implementation, Relevance (Education), Research Methodology, Research Problems, Secondary Education, Student Motivation, *Teacher Role

Curriculum planners and career educators are advised to review the literature on infusion with this question in mind: "Does the integration of career education into the regular secondary classroom make a difference in student learning of subject matter and career information?" The philosophy and objectives of career education infusion were described in four monographs. Hoyt (1976), Preli (1978), and Ristau (1976) stressed the importance of using career education in the classroom to improve students' achievement and motivation. They also found that inservice is necessary to help teachers integrate career education into regular classroom instruction. Suhor (1979) theorized that methods of instruction depend on the district's approach; a district-wide program was instrumental to successful programs. Recent legislation has provided financial support to local school districts for developing career education programs. Congressional hearings supporting the Elementary and Secondary Education Act of 1977 indicated that infusion of career education into the regular classroom resulted in growth in decision-making skills and school-work relationships. Research reports consisted of a variety of methods including surveys,

pre- and post-tests, and comparative studies between experimental and control groups using psychometric measures. Three researchers (Bhaerman 1979; Herr 1977; and Wilson 1977) concluded that students exposed to career education infusion had better achievement records than students with no infusion programs. Others, however, noted problems. The following areas need further research: program evaluation, teacher training, and instruction. (KC)

ED 260 256 CE 042 252

Grondin, Deirdre

Social Marketing: Its Role in the Delivery of Nutrition Education Programs.

Pub Date—Apr 85

Note—18p.; Paper presented at the International Communication Conference (Honolulu, HI, May 23-27, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adoption (Ideas), Adults, *Attitude Change, Behavior Change, Change Agents, Change Strategies, *Community Education, Educational Change, *Educational Strategies, Institutional Advancement, *Marketing, Merchandise Information, *Nutrition Instruction, Policy Formation, Public Policy, *Social Change

Social causes such as "improved nutritional practices" could benefit from marketing-like thinking. The improvement of nutritional practices, like other social concerns such as pollution control, drug abuse, and physical fitness, needs innovative solutions and approaches for gaining public attention and support. Marketing persons, by their training, are finely attuned to market needs, product of package development, pricing or channel issues, and promotional techniques—all of which are critical in the social area. Much of this knowledge can be adapted by the planners and implementers of social causes. A social marketing approach does not guarantee that the social objectives will be achieved or that the costs will be acceptable. Yet, for programs like "improved nutritional practices," social marketing appears to offer a useful framework for effective social planning at a time when social issues have become more relevant and critical. (KC)

ED 260 257 CE 042 253

Interchange. Program Improvement Products

Identified through Networking. 1985.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—85

Note—62p.; For the 1984 edition, see ED 249 395.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Vocational Education, Basic Skills, Curriculum Guides, *Demonstration Programs, Educational Planning, *Educational Resources, Educational Technology, Education Work Relationship, Employment Potential, Equal Education, Exceptional Persons, Information Networks, *Instructional Materials, Job Skills, Linking Agents, Models, Postsecondary Education, Program Descriptions, Program Development, Program Implementation, *Program Improvement, School Business Relationship, Secondary Education, Staff Development, Teaching Methods, Technological Advancement, *Vocational Education

This catalog lists exemplary field-based program improvement products identified by the Dissemination and Utilization Products and Services Program (D&U) at the National Center for Research in Vocational Education. It is designed to increase awareness among vocational educators of these products and to provide information about them that facilitates effective use. The products listed were selected through D&U staff screening of various databases and by soliciting product nominations from vocational educators in agencies and institutions such as local schools, state departments of education, state boards of vocational and technical education, community colleges, technical institutes, and universities. Products listed in this catalog cover the following topics: adult vocational education, basic skills, business-industry-labor linkages, communications, economic development, employability skills, equity, evaluation, instruction, personnel development, planning, special populations, and technology. For each entry, information about availability

and price, along with a short abstract, are provided. The catalog includes a title index and ordering information. (KC)

ED 260 258 CE 042 256

Fahy, Patrick J.

Introducing Individualization with Computer-Managed Learning: An Example from Adult Basic Education.

Pub Date—85

Note—28p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Learning, *Andragogy, *Computer Managed Instruction, Computer Oriented Programs, Computer Software, Curriculum Development, Educational Philosophy, *Individualized Instruction, Programmed Instructional Materials, Student Motivation, Teaching Methods

Identifiers—*PLATO

This report presents findings from four pilot projects introducing computer-based individualization in adult basic education programming. The report includes a description of the andragogic and developmental studies underpinnings supporting the principal project goals of responsiveness in the learning environment and choices for students. Elements of the report are the following: (1) educational crises promoting widespread criticism of learning and teaching at all educational levels; (2) andragogy as a philosophy of adult learning; (3) curriculum design principles from the field of developmental studies; (4) description of the learning environment in which the projects occurred, of the projects themselves, and of the PLATO Learning Management (PLM) computer-management facility; (5) findings of the projects for students and participating staff; (6) broad implications of the projects (i.e., what responsiveness and student choice mean in educational practice); and (7) discussion of social and workplace trends forcing adult education to recognize the need for student self-direction and self-pacing, and, in so doing, to make greater future use of technology. Fifty-three references are cited. (Author/KC)

ED 260 259 CE 042 266

Kok, Marilyn R., Ed.

Assessment and Evaluation Materials. A Resource Guide. Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—38p.; For related documents, see CE 042 267-276.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adults, Behavior Rating Scales, Classroom Observation Techniques, Curriculum Development, Disabilities, *Educational Diagnosis, Educational Needs, Educational Testing, Evaluation Criteria, Evaluation Methods, Individualized Education Programs, Informal Assessment, *Library Collections, Library Guides, Library Materials, Limited English Speaking, Needs Assessment, Postsecondary Education, Questionnaires, Resource Materials, Secondary Education, *Special Education, *Student Evaluation, Tests, *Vocational Education, *Vocational Evaluation, Vocational Rehabilitation

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with assessment and evaluation. Covered in the individual sections of the guide are the following topics: general resources; tests, inventories, schedules, questionnaires; bibliographies, directories, and resource lists; and assessment resources related to the following: (1) special learning needs of bilingual, emotionally disturbed, hearing-impaired, learning-disabled, mentally retarded, physically disabled, and severely disabled students; (2) vocational education; (3) the individual education plan; (4) rehabilitation; and (5) services for adults. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 260 CE 042 267

Kok, Marilyn R., Ed.

Prevocational Instructional Materials. A Resource Guide. Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83

Note—27p.; For related documents, see CE 042 266-276.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Consumer Education, *Daily Living Skills, *Disabilities, Instructional Materials, Legal Education, Legal Responsibility, *Library Collections, Library Guides, Library Materials, *Mainstreaming, Postsecondary Education, *Prevocational Education, Secondary Education, Self Concept, Self Evaluation (Individuals), *Special Education, Vocational Education

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available prevocational instructional materials. Covered in the individual sections of the guide are the following topics: self-awareness materials, independent living materials, consumer education materials, students and the law, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 261 CE 042 268

Kok, Marilyn R., Ed.

Agricultural Education Materials. A Resource Guide. Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—15p.; For related documents, see CE 042 266-276.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agricultural Education, Career Education, *Classroom Techniques, Curriculum Development, Delivery Systems, Disabilities, Instructional Development, Instructional Materials, Job Training, *Library Collections, Library Guides, Library Materials, *Mainstreaming, Postsecondary Education, Resource Materials, Secondary Education, *Special Education, Student Evaluation, Teaching Methods, *Vocational Education

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with agriculture and agricultural education. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 262 CE 042 269

Kok, Marilyn R., Ed.

Industrial Education Materials. A Resource Guide. Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83

Note—19p.; For related documents, see CE 042 266-276.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Education, Classroom Tech-

niques, Curriculum Development, Delivery Systems, *Disabilities, Instructional Materials, Job Training, *Library Collections, Library Guides, Library Materials, *Mainstreaming, Postsecondary Education, Resource Materials, Secondary Education, *Special Education, Student Evaluation, *Teaching Methods, *Trade and Industrial Education, Vocational Adjustment, Vocational Education, Vocational Evaluation

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials for and about industrial education. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, research reports, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 263 CE 042 270

Kok, Marilyn R., Ed.

Health Occupations Materials. A Resource Guide.

Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—14p.; For related documents, see CE 042 266-276.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Allied Health Occupations, *Allied Health Occupations Education, Career Education, Classroom Techniques, Curriculum Development, Delivery Systems, *Disabilities, Instructional Development, Instructional Materials, Job Training, *Library Collections, Library Guides, Library Materials, *Mainstreaming, Postsecondary Education, Resource Materials, Secondary Education, *Special Education, Student Evaluation, *Teaching Methods, Vocational Education

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials for and about health occupations education. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 264 CE 042 271

Kok, Marilyn R., Ed.

Employment-Related Instructional Materials. A Resource Guide. Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83

Note—25p.; For related documents, see CE 042 266-276.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Education, Classroom Techniques, Curriculum Development, Delivery Systems, Disabilities, Instructional Development, Instructional Materials, *Job Search Methods, *Library Collections, Library Guides, Library Materials, *Mainstreaming, Postsecondary Education, Resource Materials, Secondary Education, *Special Education, Student Evaluation, *Teaching Methods, *Vocational Adjustment, *Vocational Education

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials for and about employment-related instruction. Covered in the individual sections of the

guide are the following topics: techniques for locating and obtaining jobs, steps in keeping a job, employment benefits, procedures for terminating employment, all-around tests related to employment skills, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 265 CE 042 272

Kok, Marilyn R., Ed.

Limited-English Proficiency. A Resource Guide.

Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—32p.; For related documents, see CE 042 266-276.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Development, Disabilities, Educational Needs, Educational Research, Instructional Materials, *Library Collections, Library Guides, Library Materials, *Limited English Speaking, *Mainstreaming, Postsecondary Education, Research Reports, Resource Materials, School Counseling, Secondary Education, *Special Education, Student Evaluation, Student Needs, *Teaching Methods, *Vocational Education

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials for use with and about limited-English-proficient vocational students. Covered in the individual sections of the guide are the following topics: programmatic considerations; information for teachers and other educators; instructional materials for students with limited reading ability in English; assessment and guidance; research reports; resources of general interest related to limited English proficiency; and bibliographies, directories, and resource lists. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 266 CE 042 273

Kok, Marilyn R., Ed.

Audio-Visual Materials. A Resource Guide. Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—30p.; For related documents, see CE 042 266-276.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Audiocassette Recordings, Audiocassette Recordings, *Audiovisual Aids, *Classroom Techniques, Courseware, Disabilities, Equipment Utilization, Filmstrips, Instructional Materials, *Library Collections, Library Guides, Library Materials, *Mainstreaming, Postsecondary Education, Resource Materials, Secondary Education, Slides, *Special Education, Teaching Methods, Videotape Recordings, *Vocational Education

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available resources in audiovisual format. Covered in the individual sections of the guide are materials for educators in the following forms: films, filmstrips and cassettes, slides and tapes, cassettes, computer software, records, and kits. A list of audiovisual materials for use with students makes up a final section. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 267 CE 042 274

Kok, Marilyn R., Ed.

Homemaking Materials. A Resource Guide. Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—83

Note—25p.; For related documents, see CE 042 266-276.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Development, Disabilities, Educational Research, *Home Economics, *Homemaking Skills, Instructional Materials, *Library Collections, Library Guides, Library Materials, *Mainstreaming, Postsecondary Education, Research Reports, Resource Materials, Secondary Education, *Special Education, Teaching Methods, *Vocational Education

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with homemaking. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, student aids, research reports, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 268 CE 042 275

Kok, Marilyn R., Ed.

Office Education Materials. A Resource Guide.

Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—14p.; For related documents, see CE 042 266-276.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, Business Skills, Classroom Techniques, Curriculum Development, *Disabilities, Educational Research, Instructional Materials, Job Training, *Library Collections, Library Guides, Library Materials, *Mainstreaming, *Office Occupations Education, Postsecondary Education, Research Reports, Resource Materials, Secondary Education, *Special Education, Teaching Methods, Vocational Education

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials for and about office education. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 269 CE 042 276

Kok, Marilyn R., Ed.

Marketing and Distributive Education Materials.

A Resource Guide. Vocational Special Needs Lending Library.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date—84

Note—19p.; For related documents, see CE 042 266-275.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, Business Skills, Classroom Techniques, Curriculum Development, Disabilities, *Distributive Education, Edu-

national Research, Instructional Materials, Job Training, *Library Collections, Library Guides, Library Materials, *Mainstreaming, *Marketing, Postsecondary Education, Research Reports, Resource Materials, Secondary Education, *Special Education, Teaching Methods, Vocational Education

Identifiers—*Special Needs Students

This resource guide, one of a series of annotated bibliographies describing the collection of the lending library of the Vocational Special Needs (VSN) Program at Texas A&M University, lists available materials dealing with marketing and distributive education. Covered in the individual sections of the guide are the following topics: instructional materials, information for teachers, research reports, resource directories, and helpful general resources. Each citation includes information concerning the author, title, and publisher of the work; its VSN accession number; and a brief abstract detailing its contents. (MN)

ED 260 270 CE 042 278

Idaho Cooperative Education Handbook. An Interdisciplinary Approach for Secondary and Post-Secondary Education.

Idaho State Univ., Pocatello.
Spons Agency—Idaho State Dept. of Education, Boise. Div. of Vocational Education.

Pub Date—Jun 84

Note—395p.

Available from—Idaho Vocational Education Curriculum Dissemination Center, University of Idaho, Moscow, ID 83443 (in state: \$15.00; out of state: \$25.00).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Planning, Cooperative Programs, Educational Innovation, Educational Resources, Guidelines, On the Job Training, Postsecondary Education, Professional Development, *Program Administration, Program Development, *Program Implementation, Public Relations, Secondary Education, *State Programs, Student Recruitment

Identifiers—*Idaho

This handbook has been developed through an interdisciplinary approach so that it can be used for any cooperative education program that might be proposed or in existence in the State of Idaho. The handbook was written to serve as a guide for those schools and districts that are considering using such a plan. The handbook, a program management instrument, is designed to present "just enough" theory to explain the concept, procedure, or requirement. The introductory material includes an index of basic question areas that are discussed in more than one section of the handbook. At the same time, the book contains a variety of forms, letters, charts, and other examples to enable teacher-coordinators to put theory into action in their programs. The handbook is organized in nine sections that cover the following topics: cooperative education governance (with separate subsections for secondary and postsecondary guidelines), cooperative education establishment, management and administration of cooperative education, coordinating classroom instruction and on-the-job training, establishing and maintaining training stations, recruitment and selection of students, public relations, professional development, and resources for cooperative education. (KC)

ED 260 271 CE 042 280

Conduct an Occupational Analysis. Second Edition. Module A-7 of Category A-Program Planning, Development, and Evaluation. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Department of Education, Washington, DC.

Report No.—ISBN-0-89606-185-X

Pub Date—85

Note—77p; For related documents, see ED 255 669 and ED 259 134.

Available from—American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Competence, *Competency Based Teacher Education, Higher Education, Inservice Teacher Education, *Job Analysis, *Learning Ac-

tivities, Learning Modules, Preservice Teacher Education, Student Evaluation, *Task Analysis

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. This module provides five learning experiences that integrate theory and application on the subject of conducting an occupational analysis. Each learning experience consists of an overview, an enabling objective, required and optional activities, and a self-check. A criterion-referenced assessment of the teacher's performance of the specified competency completes the module. The module covers the following topics: defining the scope of an occupational analysis; preparing an initial listing of duty and task statements by partially analyzing a selected occupation; verifying an initial listing of task and duty statements; and analyzing and reporting task inventory data. (KC)

ED 260 272 CE 042 281

Roesler, Richard Bolton, Brian. Vocational Rehabilitation of Individuals with Employability Skill Deficits: Problems and Recommendations.

Arkansas Univ., Fayetteville. Arkansas Rehabilitation Research and Training Center.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—Jun 84

Grant—G0083C0010/02

Note—64p.

Available from—Publications Dept., Arkansas Research and Training on Vocational Rehabilitation, P.O. Box 1358, Hot Springs, AR 71902 (Item No. 1254-\$3.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Change Strategies, *Client Characteristics (Human Services), Delivery Systems, Educational Needs, *Employment Potential, *Employment Services, Followup Studies, Interviews, *Job Placement, *Job Skills, Job Training, Postsecondary Education, Questionnaires, State Programs, State Surveys, Statewide Planning, *Vocational Rehabilitation

Identifiers—*Arkansas

Fifty-seven former vocational rehabilitation clients were interviewed regarding their employability skill training and job placement needs. The sample, which was balanced in terms of sex, type of disability, and area of residence (rural versus urban), was biased in favor of individuals having greater employability deficits (persons served by sheltered workshops or a comprehensive rehabilitation center). Approximately half of the sample was employed in competitive work, with about one-fifth of the sample having been unemployed since their exit from a vocational rehabilitation program. Seventy-two percent were helped by rehabilitation services at least to some degree; of those reporting dissatisfaction with the rehabilitation services they received, 79 percent cited inadequate vocational training as their primary complaint. One-fifth of the sample indicated problems in working with supervisors and coworkers, meeting the demands of their jobs, and knowing how to get raises or promotions. One-third of those interviewed reported problems in learning about better jobs or promotions. From these results came recommendations for continued emphasis on such placement services as job-seeking skills training, career development programs, job clubs, postemployment counseling, job development services, and direct interventions with employers. (The study interview form is appended). (MN)

ED 260 273 CE 042 282

Garner, C. William. And Others. Rikers Island Correction Industry Program and Occupational Proficiency Certification. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Graduate School of Education.

Pub Date—Aug 85

Note—29p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Certification,

Competence, *Correctional Education, Correctional Rehabilitation, Job Analysis, Job Performance, *Job Skills, *Metal Working, *Needle Trades, Occupational Home Economics, Occupational Information, *On the Job Training, Prisoners, Trade and Industrial Education, Vocational Rehabilitation, Welding

Identifiers—Competency Lists

A project team sought to develop a process whereby the Correction Industries Division, Rikers Island, could assist inmates in the maximization of their on-the-job training (OJT) experiences to their benefit in obtaining employment upon release. The team visited industry work sites at Rikers and then selected three work areas for an analysis of tasks: women's sewing, men's tailor, and metal shops. Instead of conducting task analyses, existing V-TECS (Vocational-Technical Education Consortium of States) task lists were selected for a comparison with the actual tasks conducted in these three areas. Project team members and instructors identified tasks performed by inmates. A master list of tasks was developed for each of the shops. It was suggested that proficiency records that certify inmate competencies could be filed in the Industries Division's office. Recommendations called for career guidance for inmates to aid in selection of an OJT program, acquisition of V-TECS materials for instructors, task analyses of the remaining OJT industries programs, and planning for the implementation and followthrough for an OJT certification program. (Appendixes, amounting to approximately one-half of the report, contain competency lists.) (YL8)

ED 260 274 CE 042 284

Technology-Oriented Job Preparation. Final Report.

One America, Inc., Washington, D.C.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jun 85

Contract—300-84-0254

Note—169p; Parts of this document contain small, light type.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Demonstration Programs, Educational Needs, *Educational Practices, *Government School Relationship, Job Training, Labor Force Development, *Linking Agents, Literature Reviews, Models, Postsecondary Education, Program Content, Retraining, *School Business Relationship, Secondary Education, *Technical Education, Technical Occupations, Technological Advancement, Technological Literacy, Training Methods, *Vocational Education

Identifiers—*Private Sector

An extensive review of literature dealing with 263 technology-oriented vocational training programs was conducted to gather current information on the state of such training. Particular emphasis was placed on links between programs and government bodies or private sector entities and programs that could serve as models for those wishing to establish technology-oriented training programs. An overview of vocational education programs in the United States showed three approaches: (1) traditional school/business partnerships, (2) state-wide programs, and (3) trends embodied in the 1982 Job Training Partnership Act. Only one technology-oriented program was identified from 139 of the 182 educational institutions represented, with 2 programs being identified in 25, 3 programs in 7, and 4 programs in 8 of the remaining institutions. Of the 13 major types of training identified, electrical or electronics and computer-related programs represented the greatest level of effort. Only 54 of the programs indicated a specific population being served. Of these programs, 44 percent were geared toward upgrading or retraining workers, 20 percent represented apprenticeship programs, and 13 percent served disadvantaged clients. Because of the conspicuous lack of the kind of detailed data needed to draw replicable models, the Department of Education should fund a field study of 25 selected programs to develop such a model. (Appendixes to this report include alphabetical listings of identified training, companies, industries served by educational institutions and a list of educational institutions and types of identified training arrangements.) (MN)

ED 260 275 CE 042 286

Doty, Charles R. Owen, H. James.

General Education for Technical Education.

Pub Date—[85]

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, *Associate Degrees, Community Colleges, Definitions, *Educational Needs, *Educational Objectives, *General Education, Program Content, *Technical Education, Two Year Colleges

The stated purpose of this report "is to give the reader a recent definition of general education, a college president's perspective of general education and high technology, and sources the reader can examine for curriculum planning." The definition of general education is a paragraph quoted from Cohen and Brawer's book "The American Community College" (1982). The college president's perspective is provided by including a 9-page paper by H. James Owen entitled "High Technology and General Education". Mr. Owen is President of the Tri-Cities State Technical Institute, Blountville, Tennessee. The bibliographic sources are provided via a 25-item selected bibliography entitled "General Education and Occupational Curricula". Mr. Owen's examination of the published views of administrators of two-year colleges across the country provides support for strengthening the general education component of associate degree programs in technical education. General education and high technology are found to be complementary to one another. The rapidity with which technology is advancing has led to the virtual overnight obsolescence of some jobs and creation of others. Such a rapidly changing labor market has necessitated the development of high technology programs that will: (1) teach a specialized technology application with a high market value, and (2) provide program graduates with a commitment to lifelong learning and transferable skills necessary to hold a job, move into a new job, or change careers. (MN)

ED 260 276

CE 042 287

Duty, Charles R.

Automated Technologies Noncommercial/Non-profit Curriculum Guides and Resources Available for Community Colleges and Technical Institutes.

Pub Date—[85]

Note—34p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Automation, Community Colleges, Computers, *Computer Science, *Curriculum Guides, Design, Drafting, *Electromechanical Technology, Electronics, Engineering, *Engineering Technology, Hydraulics, Instrumentation, Lasers, Mathematics Skills, Microcomputers, Nonprofit Organizations, Robotics, *Technical Education, Technical Mathematics, Two Year Colleges

This annotated bibliography is intended to provide community college and technical institute personnel with a listing of available curriculum guides dealing with automated technologies. Described in the handbook are a total of 31 curriculum guides that were selected because they met the following criteria: availability in the ERIC system or curriculum center, design for use by community colleges or technical institutes, availability from a noncommercial or nonprofit curriculum center, and generalizability and national scope. Guides addressing the following subject areas are included in the handbook: computers and microcomputers, drafting and design technology, electronics, generic science and engineering skills, hydraulics, instrumentation, laser technology, mathematics, and robotics. Each annotation contains author, title, and publisher information; an ERIC document number, when available; and a product abstract. (MN)

ED 260 277

CE 042 289

Hawkins, Caria

Teaching Reading through Oral Histories.

Lutheran Social Mission Society, Philadelphia, PA.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date—84

Note—316p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price—MF01/PC13 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Reading Programs, Curriculum Development, Curriculum Guides, Learning Activities, *Oral History, *Reading Instruction, *Reading Materials, Student Motivation, *Student Participation

Identifiers—310 Project, *Learner Centered Instruction

This manual provides reading materials and exercises to teach reading and corollary academic skills. It also exemplifies a method of creating learner-centered materials relevant to the adult student. Teacher materials found at the beginning of the manual include a curriculum guide for obtaining oral histories; the guide is an effective vehicle for motivation of individual and group student participation in the preparation of materials. These steps are outlined: stimulating students to talk, taping or student writing, transcribing, editing, and developing exercises. Suggestions are offered for teaching beginning readers, all students, and the advanced student. The manual is divided into eight sections, defined by themes (topics) that students discussed. Each section contains one to nine stories. Exercises follow each story. Contents of three additional sections are old sayings, old remedies, and maps. Answer keys conclude the manual. (YLB)

ED 260 278

CE 042 291

Smith, Jeanne H.

A Functional Literacy Curriculum Resource Book Level O-4.

Center for Literacy, Inc., Philadelphia, PA. Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Education and Training Programs.

Pub Date—[85]

Note—55p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Literacy, *Adult Reading Programs, *Beginning Reading, *Functional Literacy, Functional Reading, Instructional Materials, Job Search Methods, Lesson Plans, Reading Materials, Reading Skills, Resource Materials

This resource manual of ideas for incorporating functional literacy applications into student lessons is intended for volunteers trained to teach one-to-one in adult literacy programs and for teachers of adult students. The ideas are designed to increase beginning student exposure to and familiarity with functional literacy materials. It provides relevant reading materials while reinforcing basic skills development. Introductory materials discuss use of the book, teaching of functional literacy, materials needed, and definitions of important terms. The chapters are arranged by topics. Each topic contains sample lessons or lesson suggestions. Topics include names and sounds of letters, key words for the sounds of letters, sight words in real life reading materials, vowel decoding, alphabetical order, numbers, number words, variations on language experience, reading "everything," using the Bible or other religious material as teaching tools, family reading, and literacy and employment. A goal-setting checklist is followed by a bibliography of resource materials for tutors and teachers and reading materials for adults. (YLB)

ED 260 279

CE 042 293

Faukert, Liba

The Employment and Unemployment of Women in OECD Countries.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-12570-1

Pub Date—84

Note—90p.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, DC 20006-4582 (\$11.00).

Pub Type—Reports - General (140)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Employed Women, *Employment, *Employment Patterns, *Females, Foreign Countries, Labor Force, *Labor Supply, Salary Wage Differentials, *Unemployment

This report examines the major trends in women's employment and unemployment over the past two decades in Organisation for Economic Co-operation and Development member countries. Employment and unemployment trends in the labor force by sex are first considered. The report next examines the growth of the female labor supply and the trends in the labor force participation of women with an analysis of the factors responsible for these developments. It then analyzes the growth of the demand for female labor sector by sector and the development of part-time work, short-term and casual employment, the impact of technological

change, and male and female earnings differentials as they have characterized female employment trends. On the basis of these developments, which are reviewed on the two sides of the labor market, the report examines in a comparative way the movements over conjunctural cycles of male and female unemployment and the reasons for its development. Twenty-three tables are included. (YLB)

ED 260 280

CE 042 294

The Public Employment Service in a Changing Labour Market.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-12557-4

Pub Date—84

Note—56p.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, NW, Washington, DC 20006-4582 (\$8.00).

Pub Type—Reports - General (140)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administration, *Agency Role, *Employment Services, Foreign Countries, *Job Placement, *Labor Market, *Occupational Information, Organization, Public Agencies, Unemployment Insurance

This report reformulates and discusses the question of the role of the Public Employment Service in Organization for Economic Co-operation (OECD) member countries under the changed conditions of the labor market during the 1970s and early 1980s. Following an introductory and background section, chapter 2 describes the varying concepts of the Public Employment Service. These aspects are discussed: degree of desirable and necessary market intervention, relationship of the Service with its clients and other agents in the labor market, functions of the Employment Service, and administration of unemployment insurance. Chapter 3 considers the placement function of the Service. Topics include the rationale, techniques, action in support of placement, and evaluation of placement activity. Chapter 4 focuses on labor market information that is collected, processed, used, and disseminated by the Service. Types, sources, and uses of labor market information are described, and deficiencies in labor market information are summarized. Chapter 5 discusses the organization and administration of the Employment Service, including legal and constitutional status, finance, field organization and local autonomy, and staff recruitment and training. Chapter 6 summarizes issues (notably the dual role of rendering service and implementing policy) and looks at prospects for the future. (YLB)

ED 260 281

CE 042 297

Delker, Paul V.

Ensuring Effective Adult Literacy Policies and Procedures at the Federal and State Levels.

Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—Jun 84

Note—11p.

Pub Type—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Adult Programs, Basic Skills, Community Programs, Educational Finance, *Educational Needs, *Educational Policy, Federal Legislation, *Federal State Relationship, *Literacy Education, Policy Formation, Public Policy, State Federal Aid, State Programs

Identifiers—Adult Education Act 1966, Adult Education Amendments 1978, *Adult Literacy Initiative, National Adult Literacy Project

For the past 18 years, Federal policy for adult literacy has been contained principally in the Adult Education Act of 1966 and in the administration of the program it supports. When this Act was passed, few programs for adult literacy existed in the states; thus, the Act authorized 90 percent Federal funding in order to encourage states to develop adult literacy education programs. At the same time, however, the legislation clearly required states to bear the responsibility for the education of all adults. The 1978 Amendments to the Adult Education Act contained some significant new policies. These Amendments required that services to adults be expanded throughout the public and private sector, instead of relying so heavily on the public schools as such programs had done previously. The Act is expected to be reauthorized as it stands. The Reagan Administration created the Adult Literacy Initiative in September 1983, putting a national priority on a

minimal education level for all adults. The Adult Literacy Initiative promotes decentralized and pluralistic approaches to expanding literacy services, while the Adult Education Act has supported centralized state planning. Tensions raised by these two approaches will have to be resolved. For the future, it is recommended that a new national organization be generated to support adult learning generally and adult literacy and basic skills specifically. This organization should be sustained by private sector resources and remain responsive to adult learning needs in an information society. (KC)

ED 260 282 CE 042 298
A Dialog Day Model and Guide.
New Educational Directions, Crawfordville, Ind.
Spons Agency—Indiana State Advisory Council on Vocational Education, Indianapolis.

Pub Date—Aug 85
Note—30p.
Pub Type—Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Check Lists, Cooperative Planning, *Educational Cooperation, *Government School Relationship, Guidelines, *Linking Agents, Networks, Program Development, Program Evaluation, Program Implementation, Public Relations, Records (Forms), *School Business Relationship, School Districts, Secondary Education, Surveys, *Vocational Education

Identifiers—310 Project, Dialog Day
This guide contains materials for use in replicating a model day-long program designed to foster communication among local-level economic development groups, education, business and industry, and political systems. The model was implemented in 1983 in two regions of Indiana under the name Dialog Day. The first section of the manual describes the rationale, conception, and implementation of the Dialog Day Program by the Indiana State Advisory Council on Vocational Education. Discussed next are the following phases of Dialog Day development and implementation: getting started (creating and sharing a vision, leadership, enrollment); starting over (creating a shared vision, membership, tools, additional members); structuring the event (initial structuring, maintaining a focus, structuring the agenda, establishing a date and location for Dialog Day); recruiting and enrolling participants; practicing and handling the final details (materials, roles, rehearsal); and conducting follow-up activities (indicators of impact, next steps, development of a summary). A project summary concludes the guide. Appendixes to the handbook include a checklist of preconditions for collaboration, a sample letter to prospective participants, a Dialog Day checklist, tips for facilitating a Dialog Day, and a Dialog Day feedback form. (MN)

ED 260 283 CE 042 299
GED Preparation via the Sundial Network. An Audio Teleconferencing System. Final Report. A 310/Special Demonstration Project 1984-1985.
Rio Salado Community Coll., Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Adult Education.

Pub Date—85
Note—120p.; Document contains colored paper.
Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Basic Education, Basic Skills, Community Colleges, Daily Living Skills, Delivery Systems, Demonstration Programs, *Disabilities, *Distance Education, Guidelines, *High School Equivalency Programs, *Homebound, Job Search Methods, Learning Activities, Program Development, Publicity, Questionnaires, Records (Forms), Resource Materials, Rural Areas, Rural Education, Student Recruitment, Surveys, *Teleconferencing

Identifiers—310 Project, Arizona
A project was conducted to deliver general educational development (GED) instruction through an audio teleconferencing system to adult students in Arizona. Using a previously existing audio teleconferencing system owned by Rio Salado Community College in Phoenix, Arizona, project staff developed a series of credit and noncredit teleconferencing courses in reading, writing, math, social studies, and job search skills. Students were able to receive instruction using several types of equipment: a telephone receiver, a headset, a speaker phone, or a convener (if several students were located at the same site). Special efforts were made to recruit and enroll adults who were homebound, handicapped,

or residents of a geographically remote part of the State. Publicity materials and program resource guides were developed and disseminated to GED project directors throughout Arizona. Attachments to the report include the following: (1) publicity materials designed to promote the program; (2) an information sheet for instructors involved in the program; (3) handouts addressing math, English, writing, spelling, social studies, reading, daily living, and employment skills; (4) letters welcoming students to the program and outlining its content and operation; (5) a resource guide for teachers involved in delivery of the teleconferencing program; and (6) a program evaluation form for teachers. (MN)

ED 260 284 CE 042 300
Creating an ABE Network. A Staff Development Project. Final Report. A 310/Special Demonstration Project 1984-1985.

Rio Salado Community Coll., Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
Pub Date—85
Note—58p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, *Classroom Techniques, Curriculum Development, Demonstration Programs, Directories, *Educational Cooperation, Educational Practices, English (Second Language), Information Dissemination, *Information Networks, Information Sources, Linking Agents, Material Development, Questionnaires, Reading Skills, Records (Forms), Science Education, Social Studies, State Surveys, *Statewide Planning, *Teaching Methods, Writing Skills

Identifiers—310 Project, *Arizona
A project was conducted to create a communications network for adult basic education (ABE) instructional staff and administrators throughout Arizona. Included among the major accomplishments of the project were the following: development of a statewide directory of ABE program instructors and administrators, use of the project-developed networking directory in the planning and administration of a statewide teaching techniques survey, and publication and distribution of a teaching techniques survey handbook to all survey participants and ABE project directors in the State. This project report includes the following project materials: the form used to collect data for the State directory; the questionnaire used to solicit teaching techniques and curriculum development ideas; a compilation of various techniques and learning pertaining to instructional delivery in math, reading, social studies, writing, science, and English as a second language that were gathered through administration of the teaching techniques survey; and a teaching techniques survey evaluation. (MN)

ED 260 285 CE 042 303
Staff Development (1984-1985). A Collection of Summarizations from Statewide Staff Development Workshops. A 310 Special Demonstration Project.

Rio Salado Community Coll., Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
Pub Date—85

Note—50p.; Document contains colored paper.
Pub Type—Collected Works - Proceedings (021) — Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Adult Learning, Adult Literacy, Adult Students, *Classroom Techniques, Cultural Awareness, Demonstration Programs, Educational Strategies, *English (Second Language), High School Equivalency Programs, Learning Activities, Readability Formulas, *Reading Instruction, *Second Language Instruction, Student Evaluation

Identifiers—310 Project
This collection consists of materials that were originally presented to adult basic education (ABE) teachers at staff development workshops in Arizona. Included in the first section, which was authored by Elizabeth Flak Skinner, are various charts, information sheets, and handouts dealing with the following aspects of teaching reading to adults: needs of adult learners, definitions of literacy, strategies for teaching literacy, teaching aids, readability, and evaluation. The next section, which contains materials and strategies for teaching English as a second language (ESL), described by Tom

Wallace, covers the following topics: using visual aids, presenting literature in an advanced ESL setting, using the International Phonetic Alphabet (IPA), using stick figure scenarios, and developing cultural awareness. The third and final section lists 10 handouts for use by ABE and high school equivalency program instructors and 12 handouts for use in ESL classrooms. (MN)

ED 260 286 CE 042 305
Sing and Learn English. A 310 Special Demonstration Project. 1984-1985.

Rio Salado Community Coll., Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
Pub Date—85
Note—40p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Basic Education, Classroom Techniques, *Demonstration Programs, *English (Second Language), *Grammar, Language Skills, Learning Activities, Second Language Instruction, *Singing, *Vocabulary Development

Identifiers—310 Project, *Songs
This instructor's guide contains the words to 23 popular songs along with guidelines and activities designed to help English-as-a-second-language (ESL) students improve their English skills while learning the songs. Each song is accompanied by a brief paraphrase of the content of the song, vocabulary and grammar exercises, and suggested teacher's comments. (MN)

ED 260 287 CE 042 306
State-Wide Student Retention Project for the State of Arizona. Final Report. A 310/Special Demonstration Project 1984-1985.

Rio Salado Community Coll., Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
Pub Date—85

Note—65p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Adult Basic Education, *Demonstration Programs, *Dropout Prevention, Information Dissemination, Letters (Correspondence), Material Development, Questionnaires, Records (Forms), *School Holding Power, *School Newspapers, *Statewide Planning, Student Developed Materials, Surveys, Teacher Developed Materials

Identifiers—310 Project, *Arizona
A project was conducted to increase student retention in adult basic education (ABE) programs in Arizona through the publication and distribution of a statewide newspaper for ABE students. Using an Apple Macintosh micro-computer, editorial staff of the newspaper, entitled the Express Press, collected articles written by ABE students and instructors throughout Arizona. Copies of the newspaper were mailed to each ABE program director in the State and were distributed without charge to students enrolled in ABE programs. The first four editions of the newspaper totaled over 40,000 copies. Plans were formulated to evaluate the responses to a staff and student evaluation survey included in the fourth issue of the paper and to consider incorporating suggestions from the surveys into future editions of the newspaper. (Attachments to this project report include the first four editions of the Express Press, the announcement outlining plans to publish the paper and soliciting contributions, the form used to solicit contact persons from the State's ABE programs and a composite list of contact persons, copies of letters written during the course of the project and letters of compliment received from readers, the student and staff evaluation forms, and an estimate of the newspaper's readability as calculated according to the Raygor Readability Estimate.) (MN)

ED 260 288 CE 042 307
Computer-Assisted Instruction. An ABE/GED Curriculum Project. Final Report. A 310/Special Demonstration Project 1984-1985.

Rio Salado Community Coll., Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
Pub Date—85

Note—19p.; For the resource guide, see CE 042 308.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Classroom Techniques, *Computer Assisted Instruction, *Curriculum Development, *Demonstration Pro-

grams, Fused Curriculum, *High School Equivalency Programs, Information Dissemination, Learning Activities, Material Development, Records (Forms), Resource Materials, Screening Tests, *Statewide Planning, Student Placement, Study Guides, Teaching Methods
Identifiers—310 Project, Arizona

A project was conducted to develop and implement a program of computer-assisted instruction (CAI) for students enrolled in adult basic education (ABE) and general educational development (GED) programs throughout Arizona. The following activities were completed during development of the comprehensive ABE/GED CAI program: identification and employment of a trained instructional aide and support personnel, coordination of a concentrated promotional campaign, purchase of supplemental software and GED materials, and dissemination of information concerning GED testing sites in Arizona. The CAI program was integrated with traditional ABE/GED materials and curricula normally provided at the project site in such a manner that students spent approximately half their time using the computer and the other half completing more traditional paper-and-pencil activities. A resource guide was then developed for other ABE/GED programs and agencies throughout Arizona who were considering using CAI. (Attachments to this project report include a screening device used for placing students in the CAI program, a sample student prescription or study guide outlining activities and assignments, and an inventory of materials at the demonstration project site.) (MN)

ED 260 289 **CE 042 308**
Computer Assisted Instruction for Adult Basic Education. A 310 Special Demonstration Project 1984-1985.

Rio Salado Community Coll., Ariz.
Spons Agency—Arizona State Dept. of Education, Phoenix, Div. of Adult Education.

Pub Date—83
Note—31p.; For a related document, see CE 042 307.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Basic Education, Classroom Techniques, *Computer Assisted Instruction, Computer Oriented Programs, *Courseware, Demonstration Programs, Educational Benefits, Equipment Maintenance, Equipment Utilization, Evaluation Criteria, *Fused Curriculum, *Instructional Material Evaluation, *Media Selection, Microcomputers, Records (Forms), Teaching Methods

Identifiers—310 Project

This handbook is designed to familiarize adult basic education (ABE) instructors with the basics of computer-assisted instruction (CAI). Addressed in the individual sections of the manual are the following topics: computers in ABE, benefits of CAI, hidden cost considerations and necessary commitment for CAI, vocabulary, getting started, incorporation of CAI into the adult learner's class time, procedures for monitoring actual computer time, considerations for purchasing a computer, criteria for evaluating software (use of a model evaluation form, areas of available computer programs, and software companies), care for software, computer repairs, and guidelines concerning copying programs. (MN)

ED 260 290 **CE 042 309**
Planning Facilities for Vocational Agriculture Departments.

Missouri State Dept. of Elementary and Secondary Education, Jefferson City, Div. of Vocational Education; Missouri Univ., Columbia. Dept. of Agricultural Education.

Pub Date—Jun 84
Note—29p.; Architect's drawings contain small print.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Columbia, Columbia, MO 65211 (AG-2-I: \$2.13).

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Agricultural Education, Building Design, *Building Plans, Buildings, *Educational Facilities, *Educational Facilities Planning, Educational Planning, *Facility Guidelines, Facility Requirements, Laboratories, Library Facilities, Offices (Facilities), Secondary Education, Space Utilization, Statewide Planning, *Vocational Education

This publication is designed to assist school administrators, architects, boards of education, and others in Missouri in planning and providing facilities for departments of vocational agriculture. The first part of the guide provides information on characteristics of vocational agriculture related to facility needs; general considerations; considerations for the classroom, laboratory, library, office, conference room; and the agricultural shop. The next section of the booklet is a planning guide. It is followed by architectural building plans, which make up approximately one-half of the guide. (KC)

ED 260 291 **CE 042 310**
Nutrition and Food Management (Intermediate).

Part I.
Missouri Univ., Columbia. Instructional Materials Lab.

Pub Date—Jul 82
Note—397p.; For part II, see CE 042 311. Document contains colored paper.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri, Columbia, MO 65211 (HE-49-I: \$21.50).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Course Content, Eating Habits, Educational Resources, *Food, *Foods Instruction, Food Stores, Health, Health Education, *Home Economics, Instructional Materials, Learning Activities, Learning Modules, Money Management, Nutrition, *Nutrition Instruction, Obesity, Physical Health, Program Administration, Secondary Education, Time Management, Transparencies, Units of Study

This nutrition and food management curriculum guide includes resources within two sections. The first section (Unit I) emphasizes food management and stresses resource management, time management, and coordination of departmental resources. A variety of forms are provided to facilitate record-keeping, budgeting, and departmental organization. The examples provided are designed to increase both instructor and student efficiency. The second section of the guide (Units II-V) emphasizes nutrition and food as resources contributing to family health and well-being. These units cover the following topics: the significance of food, nutritional needs and the life cycle, nutrition for special needs, and maximizing the food dollar. Units contain transparency masters, assignment sheets, handouts for students, job sheets, tests, objectives, information sheets, learning activities, and references. Units are illustrated with line drawings. (KC)

ED 260 292 **CE 042 311**

House, Elizabeth Linsenhardt

Food and Nutrition. Volume II. Units VI-VIII:

Fruit, Fats, Vegetables, Legumes, Grains, Meats.
Missouri Univ., Columbia. Instructional Materials Lab.

Spons Agency—Missouri State Dept. of Elementary and Secondary Education, Jefferson City, Div. of Career and Adult Education.

Pub Date—Jul 84
Note—698p.; Document contains colored paper.

Available from—Instructional Materials Laboratory, 10 Industrial Education Bldg., University of Missouri-Columbia, Columbia, MO 65211 (Catalog Number HE-62-I: \$25.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavioral Objectives, *Cooking Instruction, Course Descriptions, *Electrical Appliances, Energy Conservation, Equipment Evaluation, *Facility Planning, Food, *Foods Instruction, *Home Economics, Learning Activities, Lesson Plans, Nutrition, *Nutrition Instruction, Secondary Education, Space Utilization

These instructional materials are intended as a guide for the instructor of a secondary home economics course in food and nutrition. Topics covered in the three units are time, energy, and resource management; selection, care, preparation, and storage of food (seven lessons on dairy foods; fats and oils; cereals and breads; fruits and vegetables; eggs, meats, and legumes; others; and food preservation); and meals for family and special occasions. Each unit or lesson may contain some or all of the following: unit (lesson) and specific objectives; lesson outline with suggested instructor activities, list of needed instructional materials, and list of refer-

ences; notes to instructor; information sheets in outline form; handouts; transparency masters; assignment sheets; answers to assignment sheets; job sheets; unit (lesson) examination; and answers to examination. Instructors may choose from the assignments and learning activities and adapt them to their local programs. Units may also be supplemented with additional local resources. (YLB)

ED 260 293 **CE 042 314**

Campbell, Clifton P.

Working Partnerships: A Joint Venture in Vocational Education.

Pub Date—22 Aug 85

Note—23p.; Presented at the Industry-Government-Education Partnership Conference for Economic and Business Development (Nashville, TN, August 22, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Responsibility, Cooperative Education, *Cooperative Programs, *Demonstration Programs, Educational Benefits, Educational Needs, Educational Planning, *Education Work Relationship, Institutional Cooperation, Program Implementation, *School Business Relationship, School Role, Secondary Education, *Vocational Education

Identifiers—*Joint Ventures in Vocational Education

Joint Ventures in Vocational Education projects link participating businesses with secondary vocational programs in a cooperative relationship. These are voluntary arrangements between vocational programs and a public or private sector agency that combine the energies and resources of the partners to enrich various aspects of the vocational education process. Joint Ventures are one of the best ways to encourage greater business and community involvement in support of public vocational education. Joint Ventures are especially attractive because of their simplicity and flexibility. Individual vocational programs and their partners can develop activities at their own pace. Types of partnership activities vary; they may include classes for students at business sites, joint development of curriculum, summer job programs for youth, career education and exploration, school staff internships, mini-grants to supplement school programs, field trips, shop or classroom speakers, tutoring assistance, and loaned executives. Joint Ventures foster special bonds of cooperation and mutual respect between schools and the communities they serve. Both partners can benefit greatly. (Appendixes to this paper answer questions about Joint Ventures, provide an example of a brochure concerning Joint Ventures, and describe projects that have been conducted similar to Joint Ventures.) (KC)

ED 260 294 **CE 042 315**

Campbell, Clifton P.

Instructional Leadership. Lesson Plans on Topics of Importance to Vocational and Technical Instructors.

Pub Date—Sep 85

Note—116p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Attitude Change, Behavioral Objectives, *Classroom Techniques, *Educational Resources, Guidelines, Instructional Films, Learning Activities, Lesson Plans, *Nonverbal Communication, Postsecondary Education, Secondary Education, Self Actualization, *Self Concept, Self Esteem, Student Attitudes, *Teaching Methods, Technical Education, *Time Management, Transparencies, Vocational Education

This document contains lesson plans on three topics: positive expectations and the self-fulfilling prophecy, nonverbal communications, and time management. The lessons are intended for use by vocational and technical education teachers. Each lesson plan consists of an introduction, presentation, outline of instruction and summary, keyed to instructor and student activities. Each lesson plan also contains an objective, a list of instructional materials needed, transparency masters, student handouts, recommended film(s) and suggested references. Classroom time for the lessons ranges from one to two hours. (KC)

ED 260 295 **CE 042 316**

Graham, C. Ray Walsh, Mark M.

Adult Education ESL Teacher's Guide.

Texas A and I Univ., Kingsville. South Texas Adult

Education Center.
Spons Agency—Texas Education Agency, Austin.
Pub Date—[30 Jan 83]
Note—191p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Adult Programs, Citations (References), Classroom Techniques, Educational Resources, *English (Second Language), *Inservice Teacher Education, *Literacy Education, *Second Language Instruction, Skill Development, Teaching Methods

Identifiers—310 Project

This manual is intended to be a survival guide for newly assigned teachers who have had little or no preservice training in teaching English as a second language (ESL) and who do not have access to such training prior to being assigned. The manual contains a set of beginning and intermediate lessons that can be used for the first 20 to 30 hours of instruction in an ESL class. These lessons form the basis for the teacher training part of the manual. The manual is organized in five sections. Section I presents a general orientation for the teaching of ESL and offers ideas for setting up a program. Section II contains 11 beginning ESL lessons accompanied by teacher training materials for each lesson. Section III contains 11 intermediate lessons introducing additional techniques for developing listening, speaking, reading, and writing skills. Each lesson attempts to present a different strategy for developing one or more of these skills. Section IV deals with non-literate adults. It provides some guidelines for working with them and contains 11 lessons for developing basic reading and writing skills. Section V is an annotated bibliography of selected ESL materials for adults. Appendixes contain ESL placement instructions and instruments, cloze procedure and application samples, and visual aids for lessons. (KC)

ED 260 296 CE 042 326

Dunlap, William S. And Others
Electronic Technology Curriculum Development and Program Articulation. Final Report.

Washburn Univ. of Topeka, Kans.
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Community Colleges and Vocational Education.

Pub Date—[85]
Note—380p.; For a related document, see CE 042 327. Parts of the appendixes may not reproduce well due to light type.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors—*Articulation (Education), Cooperative Planning, Course Content, Criterion Referenced Tests, Curriculum Development, *Electric Circuits, *Electronics, *Electronic Technicians, High Schools, Instructional Materials, Learning Activities, Technical Education, Test Items, Two Year Colleges, Units of Study, Vocational Education

Identifiers—*Solid State (Electronics)

A project was conducted at Washburn University to develop full curriculum materials for the first-year courses in an electronic maintenance technology program. The courses were articulated with a local high school. The curriculum materials were developed, pilot tested, and refined. The bulk of the report consists of the curriculum materials for these four courses: The Maintenance of Electronic Systems, Solid State Electronics, Digital Electronic Circuit Fundamentals I, and Basic Electronics. Included in the curriculum materials are course syllabuses, information sheets, assignment sheets, quizzes, and unit examinations. Materials are illustrated with line drawings. (KC)

ED 260 297 CE 042 327

Dunlap, William S.
Guide to Articulation of Programs.

Washburn Univ. of Topeka, Kans.
Spons Agency—Kansas State Dept. of Education, Topeka. Div. of Community Colleges and Vocational Education.

Pub Date—Aug 85
Note—40p.; For a related document, see CE 042 326.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Articulation (Education), College Programs, Community Colleges, Cooperative Planning, *Educational Planning, Educational Resources, Guidelines, High Schools, *Institu-

tional Cooperation, *Models, Program Administration, Program Development, Technical Education, Two Year Colleges, Vocational Schools

This handbook is designed to assist area vocational-technical schools and community colleges in their efforts to provide a sequence of continuity for students who choose to continue their education in a similar occupational field. Although originally developed for the field of electronics, the guide is generic in the sense that it will work for programs in any occupational service area. It is also not restricted to use only by area vocational-technical schools and community colleges. The components of the articulation model described in the guide are based on a combination of research of the literature on articulation and through the experience of developing an agreement between two institutions. The guide is divided into nine sections. The first section gives a brief review of the need for articulation. The remaining eight sections deal specifically with the articulation process. Topics include the need for articulation, building a cooperative climate, establishing communications, developing committee assignments, reviewing alternatives, developing an agreement, closing the deal, gaining support, continuing communications, and following up. A bibliography and a list of resources is included in the guide. In the appendix a sample agreement is also included to assist local administrators in the articulation process. (KC)

ED 260 298 CE 042 329

Driving Procedures. A Resource Guide for Driver Education Teachers.

Texas State Dept. of Public Safety, Austin.
Pub Date—84

Note—94p.
Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Driver Education, Motor Vehicles, Secondary Education, *Signs, *Traffic Control, *Traffic Safety

Designed to provide instructors with resource materials for driver education, this book contains mainly materials on established safe driving procedures. An introduction defines a procedure as describing ways in which a driver can comply with the law to do something extra that will increase his/her safety and prevent congestion and collision. Examples and descriptions of procedures and laws are provided, and suggestions are made for incorporating discussion of procedures into driver education. These categories of driving procedures are discussed: city driving; rural driving; night driving; winter driving; driving on mountain roads; driving on freeways; driving in fog; driving in sandstorms; driving on slick roads and running off roadway; driving in mud, water, and rain squalls; problems and procedures involving trucks; railroad crossing procedures; driver signals; traffic signs, markings, and signals; applying brakes on automobiles; blow-out hazards and recovery procedures; passing problems on two-lane city streets; transitions between roadways; small barricades in one lane of a multi-lane roadway; use of rearview mirror in approaching an intersection; checking left lane before starting to overtake and pass; the right-of-way and how to show drivers you will yield it; yielding right-of-way to emergency vehicles; braking distance charts; vehicle acceleration and deceleration; and following distances. Two final sections address littering and the square principle. (YLB)

ED 260 299 CE 042 334

Teaching Basic Skills in Business Education.
California State Dept. of Education, Sacramento.

Pub Date—84
Note—105p.; Developed by the Statewide Basic Skills in Business Education Task Force.

Available from—Bureau of Publications, California Dept. of Education, P. O. Box 271, Sacramento, CA 95802.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Basic Skills, *Business Education, *Daily Living Skills, Diagnostic Teaching, *Disadvantaged, High Schools, *Integrated Curriculum, Public Relations, Teaching Methods

This document provides a business education model or set of criteria against which instructional practices in basic and survival skills may be compared. These criteria are valid for business instruction at the 9th through 12th-grade levels. Section 1 contains the Business Education Survival Skills Matrix. An "x" indicates that 50 percent or more of

respondents agreed that the survival skill is taught/retaught in the business education course/program area named. Section 2 contains the Business Education Basic Skills Matrix. An "x" indicates that 50 percent or more of respondents agreed that the basic skill is taught/retaught when applied to survival skills taught/retaught in business education. Section 3 is an outline containing a few ideas and resources for promoting business education as a necessity for teaching survival and basic skills. The storyboard in section 4 provides a script or script guidelines and suggested pictures that any business educator could use to develop a promotional support package. Section 5 is a listing of classroom resources for incorporating basic skills into business education. Section 6 provides diagnostic and prescriptive techniques for teaching disadvantaged students. These resources are included: student assessment checklist, textbook quiz, learning modality test, material suitability survey, sample instructional materials, and selected resources. (YLB)

ED 260 300 CE 042 374

Lee, Jasper S.
Agricultural Education: Review and Synthesis of the Research, Fourth Edition. Information Series No. 298.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85
Contract—400-84-0004

Note—47p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN298-\$4.75).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agricultural Education, *Educational Research, Extension Education, Instructional Materials, International Education, Master Teachers, Microcomputers, Postsecondary Education, Public Relations, School Holding Power, Secondary Education, State of the Art Reviews, Student Organizations, Student Recruitment, Supervised Farm Practice, *Teacher Education, Teacher Morale, Teacher Persistence, *Vocational Education, Vocational Followup

This fourth edition of a review and synthesis of agricultural education research concentrates on the period from 1978 to 1984. The review covers research published in papers and bulletins, compilations of abstracts, proceedings of regional and national agricultural education research meetings, material in the ERIC database, masters' theses, and doctoral dissertations. Criteria for selection include the extent to which findings are generalizable, saliency of the research, and importance of the research question to agricultural education trends and issues. The document covers these aspects of agricultural education: (1) vocational-technical agricultural programs, encompassing curriculum and instruction, student organizations, supervised occupational experience, summer programs, and student recruitment, retention, placement, and followup; (2) personnel preparation, including teacher education programs, methods, and organizations; (3) instructional materials and technology, focusing on microcomputer applications; (4) professionalism, discussing master teachers, morale and satisfaction, and teacher retention; (5) relationships with publics, including public perceptions and program promotion; (6) international agricultural education; and (7) extension education. A summary section highlights areas for future research and the need for a national research agenda. An extensive bibliography of the cited studies concludes the document. (SK)

ED 260 301 CE 042 375

Olivier, William P.
Videodiscs in Voc Ed. Information Series No. 299.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85
Contract—400-84-0004

Note—40p.
Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN299-\$4.75).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, Design Requirements, Facility Requirements, Individualized Instruction, Job Training, *Online Systems, *Production Techniques, Programmed Instruction, Television Studies, *Video Recordings, *Video Equipment

Identifiers—Instructional Systems Development, Story Boards

This paper provides teachers and trainers with the concepts and procedures involved in using interactive videodisc technology for instruction. Described first are types of individualized instruction that have influenced videodisc development: programmed and computer-aided instruction, as well as computer graphics. Then the author explains how video technology operates, stating the advantages of the optical videodisc over videotape. Next, he illustrates different configurations for learner interaction with video. Advantages and disadvantages of such delivery systems as optical reflective disc players and direct-read-after-write disc recorders are described. Examples of the use of interactive videodisc in on-the-job training and instruction are provided. Because few such programs are available, the next three sections elaborate a systematic process for designing, producing, and implementing video training materials. The design section follows the five steps of the Instructional Systems Development process (analysis, design, development, implementation, and evaluation). The topic of production centers around the use of the storyboard as a guideline for all production elements. Film and video production are compared. Next, major considerations in implementation are discussed: site preparation, facility requirements, teacher training, management involvement, and evaluation. The last section describes the author's production of a videodisc on machine lathe operations, a case study encompassing the stages of development, site preparation, field trials, and evaluation. (SK)

ED 260 302 CE 042 376

Parsons, Michael H.

Part-Time Occupational Faculty: A Contribution to Excellence. Information Series No. 300.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—50p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN300-\$5.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Accreditation (Institutions), Collective Bargaining, *Compensation (Remuneration), Contracts, *Equal Protection, *Faculty College Relationship, Faculty Development, *Faculty Evaluation, Faculty Handbooks, Faculty Recruitment, Institutional Role, *Part Time Faculty, Postsecondary Education, Services, Teacher Effectiveness, *Teacher Orientation, Tenure, Vocational Education

Identifiers—*Excellence in Education

Part-time faculty are essential to the accomplishment of the mission of postsecondary occupational education institutions. A commitment to excellence requires a comprehensive, systematic design for part-time faculty recruitment, development, assessment, and integration into the institution's delivery system. Careful attention to recruitment recognizes that the part-time teacher often personifies the institution for the student. Once recruited, part-time personnel must be integrated into the educational environment, made aware of its requirements, and provided with necessary support. A comprehensive orientation process for new faculty might include an intake interview, reinforced by group orientation. Use of a checklist guarantees that all important issues are discussed. Institutions must develop an equitable remuneration system. The legal issues surrounding part-timers' property rights to the teaching position and tenure can be clarified with a contract specifying institutional policies. Faculty rights to equal protection, their place in collective bargaining, and the position of accrediting agencies

should be considered. Use of a part-time faculty handbook and provision of adequate support services are important elements of the integration process. Other elements are systems of part-time faculty evaluation and development, which have a direct impact on educational excellence. From the demographics of their use to their role in needs assessment and institutional marketing, part-time faculty are an integral part of the mission of postsecondary institutions. (SK)

ED 260 303 CE 042 377

Isley, Paul

Adult Literacy Volunteers: Issues and Ideas. Information Series No. 301.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—55p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN301-\$5.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, Adult Education, *Adult Literacy, Community Programs, *Educational Policy, *Illiteracy, Individual Instruction, *Literacy Education, National Programs, Policy Formation, *Program Administration, Program Descriptions, Public Libraries, Social Action, *Volunteers

Identifiers—Community Based Education

This exploration of the growing field of literacy voluntarism encompasses the literature, history, trends, and issues of the volunteer role in literacy programs. The majority of the literature is characterized as descriptive and program specific; the research is found to lack definition and theoretical foundation. The literature also reflects differing opinions on ideologies, professionalization of volunteers, methodology, and effectiveness. An overview of current delivery systems focuses on two national organizations—Literacy Volunteers of America and Laubach Literacy Action, the limited use of volunteers in adult basic education programs, the National Adult Literacy Initiative sponsored by the U.S. Department of Education, the role of public libraries, and the Coalition for Literacy. The next section attempts to characterize literacy volunteer programs by (1) describing a dichotomy of individually oriented and community-oriented programs; (2) elaborating a four-part model—mass literacy through existing structures, literacy for immediate needs, movement-directed literacy, and literacy for political action; (3) listing six criteria for community-based literacy education; and (4) synthesizing these typologies into five variables—purpose, scope, organizational setting, professionalism, and finance. Specific programs illustrating each of these facets are then described. The next section addresses administrative concerns and policy considerations. These issues are discussed in terms of the five variables. A concluding section lists six common assumptions about literacy voluntarism and recommends further research to improve policy and practice. A reference list and bibliography are included. (SK)

ED 260 304 CE 042 378

Lopez-Valadez, Jeanne, Ed. And Others

Immigrant Workers and the American Workplace:

The Role of Voc Ed. Information Series No. 302.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—56p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN302-\$5.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adjustment (to Environment), Adult Education, Bilingual Education, *Cross Cultural Training, Cultural Differences, Cultural Influences, Employment Potential, *Employment Ser-

vices, English (Second Language), English for Special Purposes, *Immigrants, Job Search Methods, Job Skills, *Job Training, *Limited English Speaking, On the Job Training, Second Language Instruction, Vocational Education, *Vocational English (Second Language), Work Attitudes, Work Experience Programs

The four chapters in this compilation highlight the issues and strategies used to prepare limited English proficient (LEP) adults for employment. In the first chapter, Joan Friedenberg discusses the development of English as a Second Language (ESL) teaching, including general ESL, English for special purposes, and prevocational and vocational ESL (VESL). Describing various delivery models, the author proposes that the ideal method for meeting the language needs of immigrants provides VESL concurrently with skill training. Strategies for developing a VESL lesson are outlined. Nancy Lee Lucas, in the second chapter, examines the why cultural values of different ethnic groups are reflected in language, education, and work behavior. She stresses that enabling the cultural adjustment of immigrants, particularly in the workplace, involves cross-cultural training—a contrastive approach that explores areas of potential conflict. In chapter three, Nick Kremer focuses on approaches for meeting the diverse training needs of LEP adults. In-class and on-the-job models, adaptation of instructional materials, bilingual vocational training, staff development, support services, and funding are discussed. Finally, Tipawan Reed addresses the topic of employment services for LEP adults. Reviewing employers' attitudes toward hiring LEPs, she suggests strategies for enhancing their employability skills, including job clubs, marketing, and employer incentives. (SK)

ED 260 305 CE 042 379

Meyer, David P.

Underemployment from a Human Service Perspective. Information Series No. 303.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—77p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (Order No. IN303-\$6.25).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Agricultural Laborers, Automation, *Career Development, College Graduates, *Compensation (Remuneration), Economic Change, Education Work Relationship, *Employment Level, *Employment Patterns, *Employment Services, Employment Statistics, Females, Futures (of Society), Job Development, Job Search Methods, Job Skills, Labor Utilization, Low Income, Minority Groups, Part Time Employment, *Underemployment, Unemployment, Work Attitudes, Working Hours, Youth

Identifiers—Comparable Worth

The issue of underemployment (a condition characterized by inadequate hours, inadequate income, and/or inadequate use of skills) is explored in this monograph. The methodology and vocabulary of underemployment are first examined, including a definition synthesis of hours worked, skill utilization, and compensation. The second section provides statistical measures of the incidence of underemployment for the following categories: part-time underemployed, and populations at risk—farmworkers, women, youth, minorities, and college graduates. Among the causes of underemployment described in the third section are the effects of automation, trade deficits and increasing foreign competition, high military spending, reduced Federal spending for retraining and enforcement of equal rights, increased employment of women, and declining union membership. Suggestions for career assistance specific to each type of underemployment are made. For those employed below skill level, recommendations are made for improved labor market information and public employment services, and changes in the relationship of schooling and work. The part-time underemployed could benefit from national commitment to full employment, changes in work attitudes, job search skill training, and job creation. Employability

programs and comparable worth legislation are suggested to aid the low-income underemployed. Finally, from two scenarios about the future of work the author draws implications for underemployment and predicts future directions for skill utilization and pay equity. A summary of positive and negative trends leads to a conclusion of guarded optimism that the problems of underemployment are solvable. (SK)

ED 260 306 CE 042 380

Fitzgerald, Louise F.

Education and Work: The Essential Tension. Information Series No. 304.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—56p.

Available from—National Center Publications, National Center for Research in Vocational Education, 1660 Kenny Road, Columbus, OH 43210-1090 (Order No. IN304-\$5.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Basic Skills, Black Employment, Educational Benefits, Educational Research, *Educational Status Comparison, *Education Work Relationship, Employed Women, Employment Level, Job Skills, Occupational Mobility, *Outcomes of Education, Racial Discrimination, *Role of Education, *Salary Wage Differentials, Sex Discrimination, Vocational Adjustment, Vocational Education, Work Environment.

An enormous body of literature illuminates various facets of the relationship between education and employment. Views of the proper role of education have ranged from cultural transmission to societal transformation and individual development, to the current belief that it prepares for transition to adulthood, i.e., the movement from school to work. The majority of research on the education-work relationship has used the status-attainment model to demonstrate that educational level is strongly related to occupational attainment. However, the experience of blacks and women, who are overrepresented in traditional, low-level, and low-paying occupations, refutes this explanation. There is evidence that the differential returns to education for minorities and women result from continued discrimination in hiring and compensation. Another issue of education-work research concerns the benefits of vocational education. Despite the evidence, researchers appear reluctant to conclude that it provides little advantage. However, it may be more appropriate to judge vocational education by how well it does what it is meant to do. Research has also found that many workers are severely disadvantaged by lack of basic, employability, and job adjustment skills. Evidence also exists that both transferable and transfer skills are necessary for occupational adaptability. Research indicates that these skills are learned mostly in the work environment and not in school. This body of research could be improved by focus on specification of variables, less reliance on economic formulations and overinterpretation of data, increased hypothesis testing, and interdisciplinary collaboration. (SK)

Student Relationship, Truancy

This report reviews the research literature from 1975-1983 on potential secondary school dropouts and strategies for effective dropout prevention programs. The information provided is intended to help communities in modifying and/or constructing treatment programs for potential dropouts. The report is divided into three sections. In the first section, Characteristics of Potential Dropouts, research from eleven sources is reviewed. A profile of a potential high school dropout is suggested, in which the dropout's characteristics are listed as poor academic and reading ability, a dislike of school, little participation in extracurricular activities, poorly educated parents, high grade retention, discipline problems, low socio-economic status, a broken home, poor self-concept, low aspirations, and high absenteeism. In the second section, Reasons for Dropping Out, literature from eight sources is reviewed and ten reasons for dropping out are suggested: lack of interest, academic failure, poor reading ability, discipline problems, poor student-teacher relationships, employment, marriage, pregnancy, dangerous school grounds, and high absenteeism. In the third section, Dropout Prevention Programs, programs from 15 sources are reviewed and categorized as alternative school programs, vocational education programs, school modification programs or counseling programs. Intervention strategies are suggested, including individualized instruction, teaching basic academic skills and vocational education, improving teacher-student relationships, counseling, getting students involved in extracurricular activities, and helping students develop a positive attitude toward school. A chart and a list summarizing the preceding material is provided for each section. (NRB)

ED 260 308 CG 018 400

Hill, Laura

[Correlational Studies on the Relationship between Those Who Use the Bethany College Counseling Service with Why They Use It, 1983 and 1984-1984.]

Pub Date—84

Note—50p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Client Characteristics (Human Services), *College Students, *Counseling Services, Family Relationship, Higher Education, Individual Needs, Interpersonal Relationship, Majors (Students), Prevention, *Sex Differences, *Student Problems, Use Studies

Identifiers—Bethany College KS, *Help Seeking

Research in counseling psychology continues to examine who uses university counseling services and why. Users (N=166) of counseling services at Bethany College, Lindsborg, Kansas during spring, 1983 completed the Bethany College Summary Sheet, an instrument which lists 20 topics of student concern and provides students with a section to check problem areas that explain why they used the counseling service that day. The results indicated that more contacts were made at the personal counseling service for family relationship concerns than for any other reason measured. Significant relationships were found between reasons why individuals used counseling services and sex, year in school, academic major, the month of the year, and the counseling context. A second study of users (N=213) was conducted during the 1983/84 school year. The results from this study indicated that preventative services were being used more in 1983/84 than in 1982/83, and that men tended to use the biofeedback lab while women participated more in life labs. The major concerns responded to through facilitative counseling in 1983/84 were relationships, communication, depression, and personal adjustment. More males than females had emergency concerns in 1983/84. (Reference lists, numerous data tables, and the check lists used to gather data are included for each study.) (NRB)

ED 260 309 CG 018 402

Smith, Kemper D., III. Hall, Melody H.

Utilizing Student Development Strategies to Develop a Residential Life Program: A Formula.

Pub Date—Mar 85

Note—19p; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *College Envi-

ronment, College Housing, *College Students, Dormitories, Higher Education, Quality of Life, Resident Advisers, *Residential Colleges, *Student Development, *Student Personnel Services

A review of student development literature reveals that the goal of student affairs has changed from the mission of controlling and serving students to that of developing students. Implementing a residential life program grounded in student developmental strategies requires careful planning. Three developmental strategies incorporated with sound theoretical undergirding will provide optimum conditions for human development: milieu management, community development, and programming. Under the heading of milieu management, student development strategies include the comprehensive residence hall personalization programs which can be divided into three categories: (1) general freedom programs which allow for maximum initiative and creativity by students in personalizing space; (2) limited freedom programs which allow students to personalize residence halls on a limited basis; and (3) restricted freedom programs which allow for personalization using strict guidelines. A comprehensive action plan for intentional community development can result in a sense of group unity and shared responsibility. One approach to educational programming, programming for wellness, can facilitate change, growth, and development. The environment, community, and developmental programming are all change strategies which provide the basic structure for developing a successful residential program. (A detailed outline of the three strategies is included.) (NRB)

ED 260 310 CG 018 403

Madden, Margaret E. And Others

Influence Strategies in Same-Sex and Opposite-Sex Friendships.

Pub Date—Mar 85

Note—20p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Friendship, Higher Education, *Individual Power, Influences, *Sex Differences, Undergraduate Students

Identifiers—*Intimacy

Some writers have suggested that males and females differ not only in influenceability, but also in the strategies which they use to influence others. Although general sex differences in friendships may affect influence strategies, there is little research comparing males' and females' friendships. To explore differences between same- and opposite-sex friendships, 60 male and 60 female undergraduates were asked to think of a close friend of either the same or the opposite sex, and then complete a questionnaire regarding this friendship. The questionnaire consisted of background questions, a rank-ordering of activities they did with their friend, a version of Rubin's Liking and Loving Scale, and questions about the intimacy of the friendship. Subjects also responded to questions concerning strategies they use to influence their friend. The results indicated that males and females perceived friendship differently. Women reported feeling more intimate with female friends than men reported feeling with male friends. Women viewed same-sex friendships as closer than opposite-sex friendships, but men did not. The influence strategies and power bases reported in these friendships differed from those found in research on marriage and dating in that sex stereotypical patterns of influence were not evident. All of the commonly reported influence strategies were direct rather than indirect. (NRB)

ED 260 311 CG 018 404

Patrick, Linda F. Moore, Janet S.

Life Event Types and Attributional Styles as Predictors of Depression in the Elderly.

Pub Date—22 Mar 85

Note—37p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Aging (Individuals), *Attribution Theory, *Depression (Psychology), *Females, *Helplessness, Individual Power, *Locus of Control, *Older Adults, Predictor Variables, Stress Variables

CG

ED 260 307 CG 018 399

Self, Timothy C.

Dropouts: A Review of Literature. Project Talent Search.

Northeast Louisiana Univ., Monroe.

Pub Date—Apr 85

Note—53p; Title page is entitled "High School Retention: A Review of Literature."

Available from—Northeast Louisiana University Graphic Services, Brown Stadium, Monroe, LA 71209 (\$8.00).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Failure, *Dropout Characteristics, *Dropout Prevention, *Dropout Programs, Dropout Research, *High Risk Students, High School Students, *Potential Dropouts, School Holding Power, Secondary Education, Student Attrition, Student Problems, Teacher

Identifiers—*Life Events

The reformulated learned helplessness model for the prediction of depression has been investigated extensively in young adults. Results have linked attributions made to undesirable, controllable events to depression in this age group. This reformulated model was investigated in 97 elderly women and was contrasted to the original learned helplessness model which links late onset depression to the uncontrollable events experienced by older persons. Subjects completed the Zung Self-Rating Depression Scale, a scale constructed from the Geriatric Scale of Recent Life Events, and a self-rating of health. In addition, they ranked their attributions of the cause of each of their experienced life events on the dimensions of locus, globality, and stability. The results indicated that the total number of recently experienced life events was significantly related to depression while only one event type (negative, not responsible) was significantly related to depression. When the effects of overall number of life events were controlled, two event types were significantly related to depression: negative, not responsible events were directly related to depression while positive, responsible events were inversely related to depression. These results do not support the reformulated model of learned helplessness as a predictor of depression in the elderly. Support was found for the original model in that the negative events, over which there is little chance for personal control, were significantly related to depression. These findings suggest that the etiology of late onset depression may be different from the etiology of depression in young adults. (NRB)

ED 260 312

CG 018 405

Weiss, Andrea

Reactions of Mental Health Professionals to Hypothetical Clients: A Comparison Based on Clients' Adoptive Status.

Pub Date—Mar 85

Note—12p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985). Research supported in part by Drexel University under its Faculty Development Mini-Grant program.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Adopted Children, *Clinical Diagnosis, *Etiology, Family Role, *Psychiatrists, Psychologists, *Psychopathology, Social Workers, Stereotypes

Identifiers—*Mental Health Workers, Psychosexual Development

Mental health professionals have often reported differences in the psychiatric symptoms and diagnoses of adopted and nonadopted children and adolescents. Since psychiatric diagnoses are influenced by the judgments of the professionals who assign them, it is possible that the differences observed between adopted and nonadopted psychiatric patients are partly a function of differences in professionals' assumptions about adoption. A study was conducted to examine whether adopted and nonadopted clients were perceived differently by mental health professionals. Social workers, psychologists, and psychiatrists (N=397) completed a mailed questionnaire which contained a case description and a set of etiology- and treatment-related questions pertaining to that case. Two cases, one male and one female adolescent, and two versions of each case, one describing the client as adopted and the other making no mention of adoptive status, were used. The results indicated that the adoptive status of the clients did not seem to be a significant factor in the majority of the clinical judgments that were made about them. There were no differences between those subjects who received the adopted and those who received the nonadopted case descriptions in the nature of requests for additional information, in judgments about prognosis, in anticipated length of treatment, or in the importance of including families in treatment. While neither the social workers nor the psychologists responded significantly differently to adoption status, psychiatrists who received adopted cases were more likely to view both family psychopathology and unresolved psychosexual conflicts as factors of etiological importance in the clients' problems. (NRB)

ED 260 313

CG 018 406

Presson, Frederick R. Scherlin, Eleanor M.

Student Affairs Educational Activities Research: A Method for Measuring and Documenting Perfor-**mance Achievement.**

Pub Date—Mar 85

Note—14p; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).

Pub Type—Reports—General (140)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*College Environment, Field Tests, Higher Education, Models, Personnel Evaluation, *Program Evaluation, *Research Methodology, School Publications, Student College Relationship, *Student Development, *Student Personnel Services, *Student Personnel Workers

Although much has been written in support of a student development role for the student affairs professional, research documentation is lacking on the contributions made by student affairs staff to the development of students. A simple research methodology, which could be easily replicated on college campuses, to begin providing these missing data was field tested at one state university. Student affairs personnel completed a three-part questionnaire covering their contributions to the educational climate of the campus, research activity, and the publishing of professional books, journals, and in-house publications. Each educational/instructional response was to include the topic, academic format and developmental focus of all presentations made, and other relevant information. The results described a broad range of activities for these student affairs professionals: credit-bearing courses; student staff development lectures, seminars, or workshops; staff presentations to off-campus groups; consulting experiences; a continuing education conference; activities promoting student, faculty, and staff interaction; informational lectures and research projects; and various publications. This evaluation approach should be appropriate to most campuses wishing to document the activities of their student affairs personnel. (Response data are presented in tables to provide a useful method for quantification, a clear display of the divisional activities, and a detailed statement of the academic credentials of the persons sponsoring each activity.) (NRB)

ED 260 314

CG 018 407

Hogan, Joyce

A Model of Physical Performance for Occupational Tasks.

Pub Date—Aug 84

Note—21p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports—General (140)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cardiovascular System, Classification, Employment Qualifications, *Job Performance, Models, *Motor Development, *Muscular Strength, Personnel Selection, Physical Development

Identifiers—Endurance, *Neuromuscular Skills, *Physical Performance

This report acknowledges the problems faced by industrial/organizational psychologists who must make personnel decisions involving physically demanding jobs. The scarcity of criterion-related validation studies and the difficulty of generalizing validity are considered, and a model of physical performance that builds on Fleishman's (1984) taxonomic work is described. Seven constructs of the model are defined within the context of three broad dimensions of performance: muscular tension, power, and endurance make up the muscular strength category; the cardiovascular endurance category is undivided; and flexibility, balance, and neuromuscular integration comprise the movement quality category. Examples of where each construct is important for performance are provided. Several hypotheses about the interrelationships among the constructs are presented. Finally, three sources of empirical support for the model are summarized: (1) an analysis of the physical demands of over 2,000 tasks from approximately 200 jobs, with results summarized in relation to the three major dimensions of the model; (2) an analysis of test scores from 12 studies concerned with occupational performance of adults, in which the 7 physical performance constructs of the model could account for all the interpretable factors identified across the studies; and (3) a compilation of tests from 8 studies that validated the tests as predictors of job performance and revealed that the tests were measures of muscular strength, cardiovascular endurance, balance,

flexibility, and coordination. A four-page reference list is appended. (NRB)

ED 260 315

CG 018 408

Allison, Scott T. Messick, David M.

The Attribution of Attitudes to Groups.

Pub Date—Apr 85

Note—14p; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Attitudes, *Attribution Theory, College Students, *Evaluative Thinking, *Group Membership, *Groups, Higher Education

Observers are known to form inferences about an actor on the basis of the actor's behavior, regardless of the external forces contributing to that behavior. Two studies were conducted to determine whether this inferential error would also occur at the level of group activity. In the first study, 70 undergraduates read about a decision made by a nation, either the United States, Holland, or the Soviet Union, and then indicated the extent to which they believed that the nation's citizens held attitudes consistent with that decision. The results indicated that subjects made correspondent inferences between the nation's decision and the citizens' attitudes, particularly when the nation was an outgroup nation. In the second study, 60 undergraduates read a vignette about a jury decision which contained information on the final jury vote, the decision rule, and the final decision of guilt or innocence. The results indicated that subjects focused on the decision of guilt or innocence, and not just on the final jury vote, when attributing attitudes to jurors. These data suggest that people do commit the group attribution error, a tendency to assume a correspondence between a group decision and members' preferences, even when such an assumption may be unwarranted. The results from the first study further suggest that people are more likely to commit this error with regard to an outgroup than to an ingroup decision. (NRB)

ED 260 316

CG 018 409

Ellickson, Phyllis L.

Designing an Effective Prevention Program: Principles Underlying the Rand Smoking and Drug Prevention Experiment.

Rand Corp., Santa Monica, Calif.

Report No.—Rand/P-7068-CHF

Pub Date—Nov 84

Note—19p; A revised and expanded version of a presentation given at the Stanford Conference on Unhealthy Risk-Taking Behaviors among Adolescents (Palo Alto, CA, November 1984).

Available from—Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 (\$4.00).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Behavior Change, *Drug Use, Grade 7, Junior High Schools, *Motivation Techniques, Peer Influence, *Prevention, Program Development, *Smoking, Social Influences, Socialization

Identifiers—*Project ALERT, Resistance to Temptation

This paper describes the Project ALERT program (Adolescent Learning Experiences in Resistance Training) which was established by the Rand Corporation to prevent smoking and drug use among seventh graders. The program is based on the social influence model of drug use initiation. Curriculum features are described including motivation to resist and resistance skills; integration of elements from the Health Belief Model, social learning theory, and the self-efficacy approach to behavior change; and helping young people counter internal as well as external pressures to use drugs. Four strategies designed to enhance the student's motivation to avoid drug use are discussed: (1) increasing the student's sense of the seriousness of drug use; (2) increasing the student's perceived susceptibility to the consequences of using drugs; (3) decreasing the perceived barriers to resistance; and (4) increasing the perceived benefits of resistance. Activities to build resistance skills are presented which incorporate principles of social learning and behavior change such as specifying proximal goals, learning through active involvement, using role models, and enhancing motivation and perceived success through reinforcement and validation. The paper concludes with a summary of the content of the Project ALERT

am, and a list of references. (KGB)

260 317 CG 018 410

Role of Older Women in the Work Force. Hearing before the Joint Economic Committee, Congress of the United States, Ninety-Eighth Congress, Second Session.

Joint Economic Committee, Washington, D.C.

Report No.—Senate-Hrg-98-1095

Pub Date—6 Jun 84

Note—121p.; Some pages are marginally reproducible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aging (Individuals), Court Role, *Employed Women, *Employment Opportunities, *Federal Legislation, *Females, Hearings, Individual Needs, Labor Force, Middle Aged Adults, Reentry Workers, *Retirement Benefits Identifiers—Congress 98th, *Older Workers

This document presents witness testimony and prepared statements from the Congressional hearing called to examine the role of older women in the work force. The opening statement from Representative Olympia J. Stowe stresses the need for Congress to recognize the social realities facing older women when it considers changes in education, job training, dependent care, and retirement income legislation. Witnesses include Jean Netherton, a commissioner of the National Commission on Working Women; Elizabeth W. Markson, the director of social research at the Gerontology Center of Boston University; Shirley Sandage, the executive director of the Older Women's League; Eileen M. Lonsdale, the director of advocacy and support services for Western Older Citizens Council Incorporated; Anne Moss, the director of the Women's Pension Project at the Pension Rights Center; and Nancy R. King, the deputy director of the Center for Women Policy Studies. Testimonies focus on what can be and is being done for women whose family responsibilities, personal choices, or changes in family circumstances have limited their entry into the work force and their opportunities once they begin working. Employment problems, health, and caretaking responsibilities faced by middle-aged and older women are also considered. (KGB)

ED 260 318 CG 018 411

Public Welfare of Juveniles. Hearing before the

Subcommittee on the Constitution of the Committee on the Judiciary, United States Senate, Ninety-Eighth Congress, Second Session on S.520, a Bill to Promote the Public Welfare by Protecting Dependent Children and Others from Institutional Abuse and S.552, a Bill to Promote the Public Welfare by Removing Juveniles from Adult Jails. (June 14, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Report No.—Senate-Hrg-98-1225

Pub Date—85

Note—155p.; Some pages are marginally reproducible due to small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Child Abuse, Children, *Correctional Institutions, Delinquency, *Federal Legislation, Hearings, *Institutionalized Persons Identifiers—*Child Protection, Congress 98th, *Deinstitutionalization (of Delinquents), *Juvenile Justice

This document presents testimony and prepared statements from the Congressional hearing called to examine proposed legislation concerning the public welfare of juveniles. The two bills considered were proposed to promote the public welfare by protecting dependent children and others from institutional abuse (S.520) and by removing juveniles from adult jails (S.522). Opening statements from subcommittee chairman, Senator Orrin G. Hatch, and Senator Arlen Specter, are presented, and the texts of the two bills are provided. Testimony and prepared statements are given from an administrator from the Office of Juvenile Justice and Delinquency Prevention (OJJDP); a priest who is the director of Covenant House, a crisis shelter for homeless and runaway children and youths in New York City; a detective from the New York Police Department's Runaway Division; and representatives from the Youth Law Center in San Francisco, the National Coalition for Jail Reform, and the Division of Youth

Services for Essex County, New Jersey. Other testimony is provided from a representative of the Juvenile Justice Center (JJC) of Pennsylvania and two young girls who were residents of the JJC Emergency Shelter Care. Opposition to the enactment of either bill from the United States Department of Justice is explained by the OJJDP administrator. Testimony in favor of and in opposition to the bills is given by other witnesses. [The appendix contains additional submissions for the record which include a letter from the county executive of Fond du Lac County, Wisconsin, and one from the Governor of Alaska explaining problems Alaska faces in complying with the Juvenile Justice and Delinquency Prevention Act. (KGB)]

ED 260 319 CG 018 412

Adolescent Maltreatment: Issues and Program Models.

National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Report No.—DHHS(OHDS)84-30339

Pub Date—84

Note—116p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Information Analyses (070)—Reports - Descriptive (141)—Collected Works - General (020)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adolescent Development, *Adolescents, *Child Abuse, *Child Neglect, Family Violence, *Government Role, Models, *Program Descriptions, *Sexual Abuse Identifiers—Child Protection

This book, written by staff members of the National Center on Child Abuse and Neglect (NCCAN) and of NCCAN-funded projects, presents their reflections about their experiences in providing, supporting, and evaluating treatment to abused and neglected adolescents. It is intended to serve as a source book for those concerned with the problem of adolescent maltreatment. Section I, Issues in Adolescent Maltreatment, contains four chapters on: (1) the meaning of the major issues of adolescence in relation to maltreated adolescents, and treatment considerations; (2) effective intervention strategies to prevent maltreatment; (3) services for the maltreated adolescent; and (4) issues related to the definition of adolescent abuse and neglect. Section II, Service Models, presents four community projects designed to examine specified forms of child maltreatment and specialized treatment approaches. Section III, Past, Present and Future Perspectives, contains three chapters dealing with the federal role in child protection, results of a study examining the impact on the community of the four adolescent maltreatment projects described in section II, and an analysis of supplemental data focusing on client characteristics in the four projects. The appendices include addresses of the adolescent maltreatment projects and a list of contributing authors. (KGB)

ED 260 320 CG 018 413

Perspectives on Child Maltreatment in the Mid '80s.

National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Report No.—DHHS(OHDS)84-30338

Pub Date—84

Note—73p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Collected Works - General (020)—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adolescents, *Child Abuse, *Child Neglect, Children, *Community Involvement, Developmental Disabilities, Family Violence, *Prevention, Program Descriptions, *Sexual Abuse

Identifiers—*Child Protection

This book presents 19 papers on child abuse and neglect. A brief introduction by Health and Human Services Secretary, Margaret Heckler is followed by 13 major issue papers: "Combating Child Abuse and Neglect" by the assistant secretary for Human Development Services, Dorcas R. Hardy; "What Have We Learned about Child Maltreatment" by James Garbarino; "Stop Talking about Child Abuse" by Donna J. Stone and Anne H. Cohn; "Community Involvement in the Prevention of

Child Abuse and Neglect" by Peter Coolson and Joseph Wechsler; "Child Neglect: An Overview" by Aolian Jackson; "How Widespread is Child Sexual Abuse?" by David Finkelhor; "What We've Learned from Community Responses to Intrafamily Child Sexual Abuse" by Martha M. Kendrick; "Emotional Abuse of Children" by Dorothy Dean; "Overview: The National Center on Child Abuse and Neglect;" "Providing Child Protective Services to Culturally Diverse Families" by Roland H. Sneed; "Developmentally Disabled, Abused and Neglected Children" by Mark D. Souther; "The Revolution in Family Law: Confronting Child Abuse" by Howard A. Davidson; and "The Military's Response to Child Abuse and Neglect" by Suzanna Nash. Six papers describing programs and projects that deal with child abuse and neglect are also included. The book concludes with a question and answer section on reporting responsibilities and procedures when one knows or suspects child abuse and neglect, a list of state names and addresses of child protection agencies, and an annotated bibliography of manuals, reports, and other publications of the National Center on Child Abuse and Neglect that deal with child maltreatment. (KGB)

ED 260 321 CG 018 414

Cage, Bob N. And Others

Dropout Prevention.

Mississippi Univ., University. Bureau of Educational Research.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Instruction.

Pub Date—Jun 84

Note—72p.; For the Dropout Prevention Staff Development Program, see CG 018 415.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrators, *Dropout Characteristics, *Dropout Prevention, Dropouts, Elementary Secondary Education, *High Risk Students, *Potential Dropouts, *Program Implementation, School Holding Power, Student Attrition, Teachers, Truancy

Identifiers—Mississippi

This manual presents a viable school program for grades K-12 to help reduce the number of school dropouts. Characteristics of potential dropouts and alternative programs to meet the needs of these students are given. Although this manual is divided into sections for elementary (K-6) and secondary (7-12) school students, many of the ideas presented are appropriate for either of the two grade spans. Section A is devoted to grades K-6 and includes discussions on nonattendance in elementary school and on identifying the poorly adjusted child. The Elementary School Pupil Adjustment Scale (ES-PAS) is recommended for use by teachers to help in identifying potential dropouts in grades K-3, and the Dropout Alert Scale (DAS) is recommended for use in grades 4-6. A list of 15 potential dropout characteristics is provided and a dropout prevention program for elementary students is outlined. Section B is devoted to grades 7-12 and includes discussions on 16 characteristics of potential dropouts and the use of the DAS to identify them, recommendations for changing the behavior of potential dropouts; an alternative classroom for potential dropouts with discipline problems; a dropout prevention program; and a plan for helping dropouts make a start in the outside world. Appendices contain the ES-PAS form with instructions for use, the DAS form and scoring key, and the School Sentiment Index for secondary school students. (NRB)

ED 260 322 CG 018 415

Evans, Sandra Nicola And Others

Dropout Prevention: Staff Development Program.

Mississippi State Dept. of Education, Jackson. Div. of Instruction.

Pub Date—Dec 84

Note—105p.; For the Dropout Prevention manual, see CG 018 414.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrators, Dropout Characteristics, *Dropout Prevention, Dropouts, Elementary Secondary Education, *High Risk Students, *Potential Dropouts, *Program Implementation, School Holding Power, *School Personnel, *Staff Development, Student Attrition, Truancy

Identifiers—Mississippi

This publication is designed to accompany the "Dropout Prevention" manual (1984) and to serve as a guide for the staff development training of ad-

ministrators, faculty, and staff in the initiation of a dropout prevention program. The staff development program contains materials to assist staff in becoming aware of the scope of the dropout problem in Mississippi, acquaint staff with the characteristics of potential dropouts, instruct staff in how to use instruments designed to identify potential dropouts, and recommend programs for staff to help keep students in school. This manual is divided into three sections. The first section contains an overview of the proposed Performance Based Accreditation Standards related to the dropout prevention program, a definition of a dropout, and a discussion of dropout problems in Mississippi. The second section focuses on the elementary school potential dropouts. Nonattendance in elementary school, identification of the poorly adjusted child, and a recommended program for elementary school children are considered. The final section is designed for secondary school staff and includes discussions of characteristics of potential dropouts, recommendations for changing the behavior of potential dropouts, an alternative classroom for dropouts with discipline problems, a dropout prevention program, and assistance for those who do drop out. Transparencies, suggestion lists, and handouts are included in the appendices. (NRB)

ED 260 323 CG 018 416

Ballou, Roger A.

An Analysis of Freshman Students' Perceptions of the Living Environment, Behavior, and Academic Achievement in the Residence Hall Systems of Twelve Colleges and Universities.

Pub Date—Apr 85

Note—11p; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Behavior Patterns, *College Environment, *College Freshmen, *Dormitories, Group Experience, Higher Education, *Student Attitudes, Student Behavior. At most institutions, freshmen are assigned to one of six residence hall types: freshmen-men; freshmen-women; freshmen-coed; freshmen-upperclass-men; freshmen-upperclass-women; and freshmen-upperclass-coed. In an attempt to clarify which of these residence hall arrangements most benefits freshmen, 2,200 freshmen (40 percent) attending 12 colleges and universities from the Midwest and Mid-Atlantic states completed two questionnaires. The first assessed residence hall environmental climates and the second questioned the subjects' behaviors since arriving on campus. At the conclusion of the term, institutions forwarded grade point averages for selected groups of freshmen. Results showed that freshmen did perceive significant differences between the environments of the six residence hall types. No significant differences were found between residence hall types and freshmen students' behavior patterns or academic performance. (Summaries of the students' perceptions of each of the six residential environments are included.) (KGB)

ED 260 324 CG 018 417

Malouff, John M. Schutte Nicola S.

A Review of Validation Research on Psychological Variables Used in Hiring Police Officers.

Pub Date—Apr 85

Note—73p; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Intelligence Tests, Interest Inventories, Interviews, Literature Reviews, Personality Measures, Personnel Data, Personnel Evaluation, *Personnel Selection, *Police, *Psychological Characteristics, *Research Methodology, *Research Problems, *Validity. Identifiers—Minnesota Multiphasic Personality Inventory

This paper reviews the methods and findings of published research on the validity of police selection procedures. As a preface to the review, the typical police officer selection process is briefly described. Several common methodological deficiencies of the validation research are identified and discussed in detail: (1) use of past-selection research designs; (2) inappropriate comparison groups; (3) non-meaningful outcome variables; (4) alpha-inflated analysis;

(5) over-emphasis of beta weights; and (6) the search for moderator variables. Validity evidence for several types of selection variables is discussed including biodata, measures of intellect, personality measures, interviews, interest inventories, and subjective background ratings. Of the 14 biodata categories researched only 5 were validated as predictors of poor police performance (prior involuntary termination, criminal and vehicle code convictions, having been married more than once, and short duration of prior jobs). Measures of intellect, subjective background ratings, and personality measures provided mixed evidence of validity. Some scales of the Minnesota Multiphasic Personality Inventory were found to have post-selection validity in more than one study. There was no meaningful evidence of validity for interest inventories or interviews as police selection procedures. (MCF)

ED 260 325 CG 018 418

Trent, Richard M.

Hypnotherapeutic Restructuring and Systematic Desensitization as Treatment for Mathematics Anxiety.

Pub Date—Apr 85

Note—23p; Paper presented at the Annual Convention of the Southwestern Psychological Association (31st, Austin, TX, April 18-20, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, *Cognitive Restructuring, College Students, *Desensitization, Higher Education, *Hypnosis, *Mathematics Anxiety, Negative Attitudes, Performance, Relaxation Training, Therapy.

The present demand for quantitative proficiency makes low mathematics achievement not only a formidable obstacle in occupational aspirations but also in the academic arena. To modify the current understanding of the problem of mathematics anxiety and to develop an effective treatment program, college students (12 subjects per group; 8 females, 4 males) were randomly assigned to one of three groups: systematic desensitization, hypnotherapeutic restructuring, or an expectancy control group. A pretreatment and posttreatment administration of the Mathematics Anxiety Rating Scale and the Revised Math Attitude Scale were used as dependent variable measures of math anxiety and math attitude. Additionally, developmental mathematics course grades were used as a math performance measure. The results showed that at the end of the 6-week posttesting period, all three groups produced significant improvement in math anxiety levels. Only the hypnotherapeutic restructuring treatment created significant positive changes in attitude toward mathematics and, by the end of the 12-week grading period, produced significant improvement in math performance. The results suggest that math anxiety is a developmental-organizational disability generally accompanied by an avoidance reaction. (KGB)

ED 260 326 CG 018 419

Kuh, George D.

What Is Extraordinary about Ordinary Student Affairs Organizations.

Pub Date—23 Apr 85

Note—28p; Revised version of an invited address to the Annual Conference of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, *Leadership Qualities, *Leadership Styles, *Organizational Climate, Organizational Theories, *Student Personnel Services, *Student Personnel Workers.

Much of the thinking and writing about typical student affairs organizations has been grounded in core assumptions consistent with scientific and bureaucratic models of organizing. These questionable assumptions describe how things are supposed to work; however, most divisions of student affairs operate under multiple and sometimes competing preferences. Student affairs professionals often work in conditions which are ambiguous, conflictual, and harried. Richer and more descriptive counter assumptions about the organization as it really is suggest that interdependence between people and programs is more often loose than tight; staff are diverse and sometimes in conflict with the division's goals; and rational, systematic decision making is often compromised. In this context, extraordinary

aspects of ordinary divisions of student affairs are those processes, characteristics, or behaviors which exceed normal limits, are consistent with the values and purposes of the institution, contribute to a sense of well-being, and energize the work environment. In extraordinary student affairs divisions efforts at innovation are celebrated whether or not they are successful; opportunities for professional growth are available to all, but concentrated on those most likely to benefit; ordinary competence and high quality day-to-day relations with students and faculty are maintained; and ordinary programs can be suspended to enable some staff to do other things. Extraordinary student affairs leaders have a clear sense of what is important to those they lead, create a supportive work environment, have a sense of humor, and resist making "much ado about nothing." (MCF)

ED 260 327 CG 018 420

Keith, Timothy Z. And Others

Effects of Self-Concept and Locus of Control on Achievement.

Pub Date—11 Apr 85

Note—10p; Paper presented at the Annual Meeting of the National Association of School Psychologists (17th, Las Vegas, NV, April 8-12, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, High Schools, *High School Seniors, *Intelligence, *Locus of Control, Path Analysis, *Self Concept Identifiers—High School and Beyond (NCES)

School interventions are often based on the assumption that such variables as self-concept and locus of control should have a meaningful impact on achievement. Yet research support for such influence is inconsistent. Because this inconsistency may be due to methodological problems, a study was conducted which used path analysis to determine the relative influence of self-concept and locus of control on achievement, while controlling for other influences. Data were obtained from a sample of the high school seniors (N=22,660) from High School and Beyond, a nationally representative longitudinal study of educational efforts. Variables representing race, family background, intellectual ability, self-concept, locus of control, and achievement were entered into a path model, which was solved using a series of multiple regression analyses. The results suggest that intellectual ability has the strongest impact on achievement, and that locus of control also has a meaningful impact. General self-concept seemed to have a meaningful impact on locus of control, but no meaningful effect on achievement for this age group. These findings suggest that, at least for high school students, the improvement of general self-concept may not be an effective means of improving achievement. Programs designed to produce a more internal locus of control, however, may have a positive impact on achievement. (NRB)

ED 260 328 CG 018 421

Landrum, R. Eric Meliska, Charles J.

Caffeine Use and Extroversion.

Pub Date—May 85

Note—13p; Portions of this report were presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 2-4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Higher Education, *Performance Factors, Reaction Time, Reading Comprehension, Serial Learning, Sex Differences, Writing (Composition)

Identifiers—*Caffeine, *Extroversion Introversi-

Some research on the stimulant effect of caffeine suggests that the amount of behavioral enhancement produced by caffeine may depend on subjects' prior experience with the task and the drug. A study was undertaken to test whether prior experience with a task while under the influence of caffeine would facilitate performance of that task. Male (N=20) and female (N=20) college students were assigned to high or low caffeine user groups based on their self-reported caffeine consumption. Subjects received either 200 milligrams of caffeine or a placebo, orally, before completing tasks which they were likely to have performed previously while using caffeine (writing rate and reading comprehension) and which they were unlikely to have

performed previously while using caffeine (tapping rate, reaction time, and serial learning). Subjects also completed the Extroversion/Introversion scale and guessed whether or not they had been given caffeine. Data analyses revealed that caffeine consumption produced no significant effects on reading comprehension, writing rate, tapping rate, reaction time, or serial recall. The drug guess test showed that subjects were not able to detect which drug they had received. A significant positive correlation was found between extroversion/introversion scores and caffeine consumption, suggesting a strong relationship between extroversion and caffeine use. (NRB)

ED 260 329 CG 018 422

Hughes, Jan N. Benson, A. Jerry

University Clinics as Field Placements in School

Psychology Training: A National Survey.

Pub Date—Apr 85

Note—38p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (17th, Las Vegas, NV, April 8-12, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Clinical Experience, *Field Experience Programs, *Graduate Study, Higher Education, National Surveys, Program Descriptions, *School Psychologists, Student Experience

Identifiers—*University Clinics

Although many school psychology programs use university-based clinics as field placements for school psychology students, there is little information in the literature on how these clinics are organized, administered, and funded or on the nature, duration, and sequencing of clinic field experiences. A national telephone survey of 71 directors of clinics that serve as practicum and internship sites for school psychology students was conducted to examine the organization and training practices of university clinics affiliated with school psychology programs. A structured questionnaire was used which addressed the areas of administration, funding, facilities, staffing, client population, coordination with other clinics on campus, contractual arrangements, supervision, multidisciplinary involvement, fees, types of field experiences, and duration and sequencing of the clinic experience. Survey results indicated that school psychology practicum experience in a university-based clinic is a common training practice, and is used most frequently in doctoral programs. Many differences were found in how clinics were administered, funded, and staffed as well as in the extent of clinic experience required of students. A wide variety of models and practices were found in the provision of university-based clinical field experiences, reflecting differences in program and university resources, administrative structures, program training goals, community resources, faculty interests and competencies, and the availability of alternate field placements. Results are reported both in terms of the percentages of programs reporting different practices and in specific, illustrative practices in providing clinic-based training experiences to school psychology students. (NRB)

ED 260 330 CG 018 423

McBride, Leslie

The Slender Imbalance: An Overview of Body Image Related Problems and Solutions.

Pub Date—Apr 85

Note—20p.; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (69th, Milwaukee, WI, April 10-13, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Body Image, *Body Weight, Cultural Influences, *Females, *Mass Media Effects, *Negative Attitudes, Nutrition, Self Esteem, Social Influences, Stress Management, *Young Adults

The current emphasis on thinness has had a negative impact on many women and girls who suffer from a negative body image, poor self-concept, and depression, three conditions that often manifest themselves behaviorally through chronic dieting, compulsive exercise, and eating disorders. Socio-cultural factors that have contributed to this emphasis on thinness include messages from the media, a middle- and upper-class preoccupation

with health and fitness, and the image promoted by the women's movement. In addition, while the idealized female figure's weight is decreasing, the average woman's weight is increasing. A review of body image research supports the idea that some factor, or cluster of factors, is at work creating feelings of dissatisfaction among women about their bodies and body weight. Research has identified several risk factors as playing some role in the development of negative body image among weight conscious women. Stunkard and Mendelson's (1961) attempt to determine factors related to the development of disturbed body image among obese clients identified three factors: age at onset of obesity (adolescence), neurosis, and parental criticism of obesity. In order to help young women explore and resolve their negative feelings about their bodies and weights, college counselors and educators can offer support services that focus on issues related to body image and self-esteem, stress management and competition, and nutrition and weight management. (NRB)

ED 260 331 CG 018 424

Avioli, Paula Smith Kaplan, Eileen

Work Commitment of Employed Married Women.

Pub Date—22 Mar 85

Note—16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Employed Women, *Employee Attitudes, *Family Influence, *Females, *Part Time Employment, *Spouses, *Work Attitudes

Identifiers—*Work Commitment

Since married women typically curtail their employment behavior to accommodate the needs of their family, it is often assumed that women have a relatively weak and unstable work commitment. However, it is erroneous to infer work commitment from behavior, since work behavior is motivated and constrained by a myriad of personal and social conditions. The relationship of familial and work characteristics in women's expression of work commitment was examined in 420 employed wives interviewed in 1976 as part of the Michigan Panel Study of Income Dynamics (PSID). All subjects were employed as either professional, managerial, sales, or clerical workers for 10 or more hours per week and reported having a child less than 18 years of age. Three PSID questionnaire items were used to determine the work commitment dimensions of subjective orientation, work plans, and work preference. Other PSID items were used to construct the work/family variables work hours, husband's attitude, and fertility plans. The results of a multivariate analysis of variance revealed significant main effects of work hours and husband's attitude, and a single interaction effect of husband's attitude by fertility plans. Other results indicated that the significant interaction effect was predominantly a function of work plans, while both main effects were predominantly functions of work plans and subjective orientation. These findings are consistent with other studies reporting that women who work part-time express higher work commitment in terms of subjective orientation to employment than do women who work full-time. (NRB)

ED 260 332 CG 018 425

Hyman, Randy E.

Do Graduate Preparation Programs Address Competencies Important to Student Affairs Practice?

Pub Date—1 Apr 85

Note—22p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Faculty, *Competence, *Education Work Relationship, Job Skills, *Masters Degrees, Postsecondary Education, Professional Personnel, Program Effectiveness, Skill Development, *Student Evaluation, *Student Personnel Workers

Although much concern has been expressed about the quality of training and preparation of student affairs professionals, no studies have been reported which examine the perceptions of student affairs practitioners and faculty trainers regarding training for specified professional competencies. A national

study was conducted to examine the perceptions of selected samples of 91 chief student affairs officers and 94 directors of housing at four-year postsecondary education institutions and 75 faculty members at institutions with departments offering master's programs in student personnel administration. A modification of the Tomorrow's Higher Education model enabled the identification of five competency categories of development: goal setting, consultation, communication, assessment and evaluation, and environmental and organizational management. Respondents rated 33 professional competencies within these categories indicating, for each competency, the extent to which they agreed that recent master's graduates possessed that competency and the extent to which they believed the competency was important for assuming an entry level staff position in student affairs. The results revealed significant differences between faculty and practitioners on graduates' competencies for each of the five categories, and for 29 of the 33 individual competencies. Faculty usually perceived students as possessing the competencies to a greater extent than did practitioners. All three samples rated each of the five categories as essential or important for assuming an entry level position in student affairs. Five data tables are provided. (NRB)

ED 260 333 CG 018 426

Handelman, Mitchell M. McLain, Joanne

Effects of Sex, Intimacy, and Involvement on Acceptance of Generalized Personality Feedback.

Pub Date—Apr 85

Note—9p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, *Feedback, Friendship, Higher Education, *Participation, *Personality Assessment, Psychological Testing, Recall (Psychology), *Sex Differences, *Test Interpretation

Identifiers—*Barnum Effect, *Intimacy, Male Female Relationship

Although much research has examined the acceptance of psychological test feedback in an assessment/therapeutic setting, all of this research has been concerned with one-to-one relationships. A study was undertaken to assess the impact of test feedback about one partner on both members of a male-female couple. Male (N=48) and female (N=48) college students were assigned to male-female pairs. Half the couples were randomly paired strangers, half were paired with intimate partners. Subjects were randomly assigned to be participants who received feedback about themselves or observers who received feedback about their partner. Participants took a form of the Rorschach Inkblot Test and received in the presence of their partner a standard Barnum personality interpretation, purportedly derived from the test. Participants and observers individually rated how accurate they felt the interpretation was, recalled interpretative statements, and completed other relevant questionnaires. The results indicated that intimate couples rated the feedback as more accurate, remembered more of the feedback, reported more faith in psychological tests, and rated experimenter skill higher than did strangers. Male participants rated the feedback as more accurate than did male observers, suggesting that males may be more receptive of feedback in couples if they themselves have taken the test. (NRB)

ED 260 334 CG 018 427

Grella, Christine E.

Divorce and Downward Mobility for Women: Changing Conceptions of Self and Society.

Pub Date—Apr 85

Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (63th, San Jose, CA, April 18-21, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Child Custody, *Compliance (Legal), Court Litigation, *Divorce, *Females, Financial Problems, *Individual Power, Locus of Control, Sex Differences

Identifiers—*Child Support, *Male Female Relationship

The analysis of in-depth interviews with 40 divorced women provides some insight into these

women's experiences of the bargaining and negotiating process, both in the divorce and with child support and alimony payments after the divorce. One study has shown that the average woman's standard of living declines by 72 percent 1 year after divorce, while the average man's standard of living increases by 42 percent 1 year following divorce. Women appear to approach the legal bargaining process with a psychological disposition in which they are not abstracted emotionally from the bargaining process. This emotionality often results in the women's concession in financial arrangements, which will have severe consequences for their economic status after the divorce. The same process is apparent after divorce, because many women are hesitant to seek unpaid child support payments by using legal or state mechanisms for fear of disrupting harmony with their ex-husband or fear of physical violence. Thus, systems for collecting child support will be under-used by women if such systems rely on the woman's initiation of the process or on continued interactions between spouses. There is a need for an automatic collection process which is not dependent on individual initiation or on continued interaction between spouses. (NRB)

ED 260 335 CG 018 428

Handelman, Mitchell M. And Others

Self-Handicapping by Task Choice: An Attribute Ambiguity Analysis.

Pub Date—Apr 85

Note—10p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985). Research funded by a Junior Faculty Development Award from the University of Colorado at Denver.

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ambiguity, *Attribution Theory, College Students, Higher Education, *Interpersonal Competence, *Self Esteem

Identifiers—*Self Handicapping, Strategies

Self-handicapping strategies are behaviors or choices of performance settings which allow people to maintain self-esteem by avoiding negative self-relevant attributions. People will behave in such a way that accurate, nonambiguous attributions about their performance cannot be made. Research on self-handicapping has focused on clinically relevant behaviors such as drug choice, alcohol consumption, and test anxiety. A study was conducted to explore self-handicapping as a more general phenomenon. Task choice as a self-handicapping strategy was assessed under different conditions of attribute ambiguity. College students (N=43) were asked to sign up for one of two tests of social competence. One of the tests was described as an accurate measure, the other as a difficult and inaccurate test. Choice of the inaccurate test was believed to be a self-handicapping strategy, since it would allow subjects to avoid negative self-relevant information. For half the subjects (low ambiguity) the two tests were presented as being in the same format, while for the other half (high ambiguity) the tests were presented as being in different formats. The results showed that subjects in the high ambiguity condition self-handicapped more than subjects in the low ambiguity condition. Subjects in the high ambiguity condition could attribute their choice to format, rather than the less socially desirable motive of avoiding accurate information. (Author/NRB)

ED 260 336 CG 018 429

DeSimone, Judith Hashtroudi, Shahin

Generation and Elaboration in Older Adults.

Pub Date—Mar 85

Note—21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (36th, Boston, MA, March 21-24, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Aging (Individuals), Cognitive Processes, *Mnemonics, *Older Adults, *Recall (Psychology), Young Adults

Some research suggests that age differences in memory may result from older adults' difficulty in activating preexisting semantic structures. A study was conducted to examine whether older adults could use experimenter-provided elaborators which facilitate memory, or could generate their own elaborators, and to rate the quality of elaborators generated by older adults. Two groups of adults (16 aged 21-35, 16 aged 60-75) were tested in four elab-

oration conditions: base sentence with no elaborator; base sentence with precise elaborator; base sentence with imprecise elaborator; and base sentence with instructions to produce elaborators. Subjects in all conditions heard 12 sentences and after 1 minute completed a cued recall test. Analysis of results showed that precise elaborators enhanced recall in both age groups, although older adults compared to younger adults seemed to have some difficulty using precise, experimenter-provided elaborators. Self-generated elaborators significantly reduced the age differences in memory and for older adults were more effective than precise elaborators. There were no significant differences for age in the type of elaborators generated. Overall, the findings do not support the hypothesis that older adults fail to access semantic structures. (MCF)

ED 260 337 CG 018 430

Der-Karabetian, Aghop Angel, Debbie

Intimacy and Dominance Gestures in the Work Place.

Pub Date—Apr 85

Note—17p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age, Educational Background, *Employed Women, Females, Marital Status, Religious Factors, Sex Role, *Sexual Harassment, *Work Environment

Identifiers—*Dominant Behavior, *Intimacy, Male Female Relationship

Efforts to explain the harassment of women in the work place have focused on sex role socialization and cultural norms conditioning men to be dominant and initiators of sexual interactions. New work relationships, however, may bring new value to intimacy which may be differentiated from dominance gestures. To test the relationship of intimacy and dominance gestures reported by women in the corporate work place, 375 female workers were surveyed. The sample of 200 respondents was divided by age and marital status into four subgroups of comparable size: under 30 years of age, single; over 30 years of age, single; under 30, married; over 30, married. The subjects completed measures of intimacy and dominance gestures and sex-role liberation, and provided demographic information on age, marital status, education level, religious affiliation, and length of service with the company. Analysis of results showed a low positive correlation between the reported instances of the two types of gestures explaining only 11 percent of the variance. This finding suggests the relative independence of the occurrence of intimacy and dominance gestures. On the average, about three times more dominance than intimacy gestures were reported. Age, marital status, length of employment, religious affiliation, and sex role liberation were not related to experiences of intimacy and dominance. There was, however, a weak positive correlation between education and reports of intimacy gestures, probably due to more educated women's heightened awareness. The results support the contention that intimacy and dominance are separate dimensions. (MCF)

ED 260 338 CG 018 431

Dauer, Steven J.

Developmental Stages in Learning Psychotherapy.

Pub Date—Mar 85

Note—13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (36th, Boston, MA, March 21-24, 1985).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counselor Training, *Developmental Stages, *Psychotherapy, *Student Characteristics, *Therapists

Identifiers—Supervisor Supervisee Relationship

Although supervisors report important commonalities among beginning and more advanced psychotherapy trainees, individual differences in supervisees' background, personality, and ability are influential factors affecting the nature of the supervision process. For students who are just beginning to do psychotherapy, the overriding task is to manage their anxiety in the room. Beginners may be so anxious about what to say or to they fail to listen to the client. Beginners' work tends to entail more cognitive processes and less exploration of their own feelings and reactions to the client. Other characteristics of beginning therapists include reliance on

process notes, dependency on the supervisor to do thinking and decision making, and dealing with anxiety by being passive or overly active toward the client. Much of the reward for beginning therapists derives from initial experiences. Vulnerability to evaluations and doubts about competence are major problems for beginners. When sessions do not go well or when therapies are unsuccessful, it may be devastating to beginners' general self-esteem. Advanced psychotherapy trainees are able to apply more sophisticated techniques in therapy. Advanced students are capable of coherently summarizing and condensing a session and are better prepared to deal with their own feelings and fantasies about the client. They can settle into the therapist's role and start to draw upon their own personal strengths. They also may be more set in their ways and demand more respect than beginners. (KGB)

ED 260 339 CG 018 432

Sexual Assault Prevention Handbook.

Missouri Governor's Commission on Crime, Jefferson.

Pub Date—Oct 82

Note—15p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, *Laws, *Prevention, *Rape, *Sexual Abuse, *Victims of Crime

Identifiers—Missouri

This publication is designed to educate men and women about sexual assault. The goals are to encourage people to become involved in their own protection and to make them better informed and able to deal with sexual assaults when they do occur.

Facts about sexual assault are presented, including descriptions of rapists, rape victims, and rape situations. The basic Missouri Criminal Code dealing with sexual assault are provided. Ways to reduce one's risk of an attack through outside, home, and vehicle security are described. Things to consider if attacked are presented, including submitting to the rapist, passive resistance, and active resistance. Things to do if one becomes a victim of sexual assault are considered. Law enforcement, medical procedures, and court procedures are discussed. Finally, the basic personal, legal, and medical rights of a victim are listed. (KGB)

ED 260 340 CG 018 433

Blasingame, Margaret C.

A Selected Bibliography on Employee Attitude

Surveys. Special Report.

Center for Creative Leadership, Greensboro, N.C.

Report No.—ISBN-0-912879-51-3

Pub Date—Aug 81

Note—51p.

Available from—Center for Creative Leadership, 5000 Laurinda Drive, P.O. Box P-1, Greensboro, NC 27402-1660.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attitude Measures, Data Analysis, Data Interpretation, *Employee Attitudes, Job Satisfaction, Motivation, Productivity, *Surveys, *Work Attitudes

This bibliography provides an up-to-date compilation of literature covering all aspects of the employee attitude survey process. It is intended for both researcher and practitioner. A wide variety of sources are represented with a focus on the past 10-12 years of attitude survey research. The 473 citations compiled are categorized under 7 separate headings: (1) understanding job satisfaction, attitudes, and motivation theories; (2) assessing organizational commitment; (3) selecting an instrument and administering the survey; (4) analyzing and interpreting the data; (5) feeding back survey results and developing action plans; (6) determining the financial impact of a survey; and (7) general. Section 1 guides the reader to pertinent information for understanding theories on attitudes and job satisfaction plus certain theoretical models implicit in some attitude survey approaches. Sections 2 through 6 include a representative sample of literature supporting the seven distinct phases of the attitude survey process. The final section lists general citations which deal with overall issues or with subjects which tend not to fit in one of the other six categories. (KGB)

ED 260 341 CG 018 434

Stahly, Geraldine Butts

Attitudes toward Women as a Function of Subject's Experience with Family Violence.

Pub Date—Apr 85

Note—9p; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Conflict Resolution, *Early Experience, Family Environment, *Family Life, *Family Violence, *Females, Higher Education, Males, *Negative Attitudes, Undergraduate Students

Evidence is accumulating that experiences of children within the violent family are fundamental causes of the continuing problem of family and societal violence. To examine attitudes and values as a function of experience with family violence, 114 male undergraduate students completed a questionnaire assessing general demographics, and several standardized scales measuring psychosocial attitudes, including the Self-Esteem Inventory, the Balanced F-Scale, and the Attitudes Toward Women Scale (AWS). Subjects also completed the Family Conflict Tactics Scale which measured family experiences with different styles of conflict resolution. Results indicated a highly significant negative relationship between family total score for physical violence and the AWS; and between high scores for authoritarianism and positive attitudes toward women. In contrast, there was a positive correlation between the AWS and experience as a verbal victim. These findings appear to support the research on battered women that suggests battering men tend to come from physically violent families and that violence against women may be indicative of an underlying set of misogynistic attitudes, rather than simply an example of learned behavior and low impulse control. (KGB)

ED 260 342 CG 018 435

Rozette, Elizabeth J. Hicks, Robert A.

Type A-B Behavior and Perceived Health Status.

Pub Date—Apr 85

Note—14p; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, College Students, Higher Education, Mental Health, *Perception, Personality Traits, *Physical Health, *Self Evaluation (Individuals), Stress Management

Identifiers—*Type A Behavior, *Type B Behavior
Previous research suggests that the mental and physical health of the Type B personality should be better than that of the Type A personality. To test this hypothesis, 81 university students responded to the Glass (1977) version of the Jenkins Activity Survey for college students which assessed perceived health status. The results showed that 54 percent of the Type A's perceived themselves to be in excellent health compared to 36 percent of the Type B's. In general, the Type A students perceived themselves to be in better health than did Type B students. While these data are at odds with the relative incidence of diseases in Type A's and B's, they may be consistent with certain patterns of behaviors which distinguish Type A's from Type B's. A treadmill study described by Balke, Grillo, Konecni, and Ruft (1954) reported that even though Type A and Type B subjects were matched for physical characteristics, Type A's worked closer to their level of endurance and expressed less fatigue than the Type B's. These two studies, taken together, suggest that the awareness of fatigue or physical illness is so threatening to Type A's that they cannot consciously acknowledge it. Further exploration is needed of possible differences in how Type A's and B's cognitively cope with various stressful situations and how these differences may affect their behavior and susceptibility to stress related diseases later in life. (KGB)

ED 260 343 CG 018 436

Arfken, Deborah Elwell

Running at Double Pace: Women in Dual-Profession Marriages

Pub Date—Apr 85

Note—17p; Paper presented at the Annual Conference of the National Association for Women Deans, Administrators, and Counselors (69th, Milwaukee, WI, April 10-13, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Achievement Need, Career Development, Coping, *Dual Career Family, *Employed Parents, *Employed Women, Mentors, *Professional Occupations, Research Needs, *Role Conflict, Spouses, Stress Variables

Identifiers—*Dual Profession Marriage
Although the problems facing dual-profession couples are almost universally acknowledged, studies on dual-profession couples have only recently emerged from those on dual-worker or dual-career families. To explore the perceptions that women in dual-profession marriages have of their roles, conflicts, and coping strategies, focus group interviews and case studies of nine women in dual-profession marriages were content analyzed. The findings indicated that for these professional women the identity of professional was very important to their self-esteem. Most had entered their profession by chance, and only two identified a future professional dream. Although the women expressed a need for recognition and praise for their achievement, few had had professional mentors or felt they received sufficient praise or recognition from their husbands or colleagues. The order of saliency for their three major roles was mother, wife, and professional; unstated role expectations by others defined their boundaries of behavior, restricted their opportunities for career advancement, and often caused them guilt and resentment. Conflicts related to the dual-profession marriages were evident in attempts to balance career and achievement needs, equity and responsibility, money, and time and stress. Their most commonly employed coping strategies were accommodation/sacrifice, avoidance/withdrawal, hiring help, planning/scheduling, and role redefinition. (Six recommendations for future research on dual-profession marriages conclude the paper.) (MCF)

ED 260 344 CG 018 437

Guisinger, Shan Schuldberg, David

Divorced Fathers Describe Their Current and Former Spouses: An Investigation of "Splitting".

Pub Date—Apr 85

Note—17p; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Attribution Theory, *Divorce, *Father Attitudes, *Fathers, Males, *Negative Attitudes, Psychological Patterns, *Remarriage, *Spouses

Identifiers—Defense Mechanisms, *Splitting (Psychology)
Splitting, a primitive defense mechanism of young children in confusing or ambivalent situations, in psychoanalytic theory is characteristic of those with borderline or narcissistic diagnoses. It may recur in adults negotiating co-parenting relationships following divorce and remarriage. Two types of splitting may occur: self-other in which the other is seen as different from the self; and object-object in which the other is seen as different from a different other (in this case the present and former spouse). To investigate a consistent pattern of devaluation of women by their former husbands, 63 divorced fathers, 39 in their first year and 24 in their third to fifth year of remarriage, were studied. Participants completed the Adjective Checklist four times, describing themselves, their spouse, their children's mother (former spouse) and their ideal self. Analysis of the husband's descriptions showed that in their negative evaluations of their ex-wives husbands tended to contrast the present and former spouse and not themselves and the former spouse. Several trait domains were starkly polarized in this splitting process especially interpersonal power, interpersonal expressiveness, and impulse control. Although there may be reality-based explanations for husbands' devaluations of their ex-spouse, splitting is a useful construct for understanding the intrapsychic mechanisms influencing these reactions. The data suggest the widespread use of splitting in a non-clinical population. (MCF)

ED 260 345 CG 018 438

Chan, Florentius

The Relationship between Depression, Irrational Beliefs, and Cognitive Distortions.

Pub Date—Apr 85

Note—11p; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Cognitive Style, College Students, *Depression (Psychology), Higher Education, Influences
Identifiers—Cross Lagged Panel Technique, *Irrational Beliefs

Studies have shown that depressed people have a significantly higher number of irrational beliefs and cognitive distortions than nondepressed people. The purpose of this study was to identify the causal relationship among depression, irrational beliefs, and cognitive distortions through the use of cross-lagged panel correlational analysis. On two occasions one month apart, 138 college students were administered a battery of tests that included the Beck Depression Inventory (BDI), the Irrational Belief Test (IBT), and the Subjective Probability Questionnaire (SPQ). The order of these three tests was counterbalanced among subjects using the Latin square design to eliminate the order effect. Results showed that the synchronous correlations between scores on the BDI and scores on the IBT and SPQ were significant, suggesting that depression, irrational beliefs, and cognitive distortions are significantly related. Similarly, the autocorrelations between the same measures in two testing sessions were significant, indicating that the measures are stable and reliable. The cross-lagged panel analysis show that depression, irrational beliefs, and cognitive distortions covaried but were not causally related. The explanation that the relationship among these three variables is spurious seems implausible because previous research has demonstrated that they are related. It appears that there is a reciprocal causal relationship among depression, irrational beliefs, and cognitive distortions, in which no cross-lagged correlation difference would be expected. This explanation is in accord with the cognitive model of depression which suggests that these three variables form a vicious circle. (Author/MCF)

ED 260 346 CG 018 439

McLoughlin, Caven S.

Advocacy in School Psychology: Problems and Procedures.

Pub Date—Apr 85

Note—10p; Paper presented at the Annual Meeting of the National Association of School Psychologists (17th Las Vegas, NV, April 8-12, 1985).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Child Advocacy, *Children's Rights, Child Welfare, Confidentiality, *Counselor Client Relationship, *Counselor Role, Elementary Secondary Education, *Legal Responsibility, *School Psychologists

Inherent in the many roles of a school psychologist is a primary responsibility to act as a child advocate. Child advocacy carries with it a variety of definitions, all of which are concerned with aligning oneself with the cause of either an individual child or a group. Child advocacy involves asserting and defending those rights of an individual or group which have been formalized in law and working to extend (through personal or political intervention, legislation and litigation) the children's rights to include those elements which have yet to be formalized. Advocacy has an extensive heritage not only in the practice of law, but also in education related professions. Although it is relatively simple to recognize who is the legal advocate's client, the psychologist-as-advocate must recognize competing loyalties to self, employer, parent, the child, and others. Where children are concerned, psychologists do not, generally, hold the same privileged client relationship as the physician, lawyer, or theologian. If a student wishes to discuss sensitive matters with a psychologist, at the beginning of the discussion the psychologist may choose to disclose the potential limits of confidentiality. Although child advocacy can be emotionally painful, psychologists are in an ideal position to advocate for children. In so doing, they can also model justice for children, help children understand their own rights and responsibilities, and help them become more effective as self-advocates. (NRB)

ED 260 347 CG 018 440

Smith, Kyle D.

Effects of Prosocial Television Programming on Viewer Self-Perceptions.

Pub Date—20 Apr 85

Note—22p; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).

Pub Type—Reports—Research (143)—Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, College Students, Higher Education, *Interpersonal Communication, Modeling (Psychology), Observation, *Prosocial Behavior, *Self Disclosure (Individuals), *Self Evaluation (Individuals), Television Research, *Television Viewing

Moderate amounts of self-disclosure and willingness to let others disclose are considered essential in moving from casual to lasting relationships. Self-disclosure, however, is a private behavior which is seldom observed directly. Television provides a unique opportunity for the observation of otherwise personal behaviors, and may affect viewers' behavioral decisions. To quantify the impact of prosocial, self-disclosing behavioral content in television programming on viewers' self-disclosure responses, 32 college students completed questionnaires on their television and movie viewing habits and on their ease of self-disclosure. Subjects randomly assigned to the experimental condition watched vignettes from popular television programs which exemplified positive other-directed disclosure behavior. Both experimental and control subjects then taped a positive self-disclosing message to their closest same-sex friend and rated their own tapes according to how personal their messages were. Tapes were also rated by three judges. The results indicated that compared to control subjects experimental subjects rated their own tapes as significantly more personal in content. Ratings by judges, however, did not corroborate the self-perceptions of the experimental subjects. These findings suggest that exposure to prosocial self-disclosure in television programming does induce a positive shift in subjects' self-perceptions of subsequent disclosure behavior, although the observed-rated quality of this behavior may not be affected. (NRB)

ED 260 348

CG 018 441

Nichols, Nicholas H.

A Crisis Intervention Approach Stressing Early Interpretation of Unconscious Guilt.

Pub Date—27 Aug 84

Note—10p; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).

Pub Type—Reports - General (140) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beliefs, *Counseling Techniques, Counselor Client Relationship, *Crisis Intervention, *Psychological Patterns, *Psychopathology Identifiers—*Guilt

This paper presents an approach to crisis intervention which was developed for use with acutely disturbed patients requesting therapeutic services at the Marin County Community Mental Health Center in California. Assumptions of the intervention approach which center on the crucial role played by unconscious guilt in both psychopathology and patients' reactions to crises are explained. The view that crises reconfirm a patient's pathogenic beliefs and thereby exacerbate his unconscious guilt is discussed. A crisis intervention technique is described which involves: (1) continuing the initial interview until some explanation of the psychopathology is found; (2) formulating the psychopathology of patients in crisis by drawing on all relevant sources of data including history, current life problems, and the patient's testing of the therapist; and (3) offering the patient a dynamic evaluation which includes interpretation about the role of unconscious pathogenic beliefs and guilt in his reaction to the crisis. Factors contributing to treatment effectiveness in the crisis intervention setting are presented and the range of applicability of the approach is considered. A case example is provided and discussed which illustrates the orientation and approach of this crisis intervention technique. (NRB)

ED 260 349

CG 018 442

Metzger, David S. Platt, Jerome J.

Problem Drinker Drivers: Client Characteristics, Service Involvement and Treatment Outcome.

Pub Date—22 Mar 85

Note—10p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985). The study was funded by the Pennsylvania Department of Transportation in conjunction with the City of Philadelphia Coordinating Office of Drug and Alcohol Abuse Programs.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcoholic Beverages, *Client Characteristics (Human Services), *Drinking, *Participation, Program Effectiveness, *Termination of Treatment, *Therapy

Identifiers—Driving Records, *Traffic Violations

The growing number of treatment programs for people who drink and drive requires that these programs be clearly understood. The judicial mandate for treatment creates not only a significant opportunity to modify behavior and improve personal and interpersonal functioning, but also brings with it an obligation to implement programs which reflect sound clinical practices. Yet little investigative attention has been devoted to these programs, the clients they serve, and the programs' impact. An 18-month study of the counseling component of the Philadelphia Alcohol Highway Safety Program assessed clients at intake to treatment, monitored their participation during treatment, and assessed them again at termination of treatment. The 369 clients involved in the study represented a broad range of ages, income levels, living situations, driving histories, and employment characteristics. Counselor ratings of clients' reasons for termination and their goal attainment were examined in an attempt to identify relationships between client characteristics and global outcome status. The results of analyses of variance identified six variables having significant relationships with positive treatment outcomes: age, marital status, drinking quantity, drinking frequency, valid driver's licenses and insurance coverage, and drinking-driving histories. Clients who terminated treatment in non-compliance accounted for 20 percent of all terminations. (NRB)

ED 260 350

CG 018 443

Schaupp, Diane S. And Others

Sex-Role Self-Concepts, Marital Adjustment, and Self-Actualization in Long-Term Marriages.

Pub Date—Mar 85

Note—17p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Individual Development, *Marital Satisfaction, *Marriage, Role Perception, *Self Actualization, Self Concept, *Sex Role, *Spouses

Identifiers—*Femininity, Masculinity

Shostrom (1971) has identified a type of marriage in which self-actualizing couples do not simply accept their socially defined roles, but instead develop personality traits and values that are consistent with their own psychological health and that of the couple relationship. Antill (1983) found evidence for the importance of high scores in femininity in relation to self-reported marital adjustment for both men and women. To further examine key qualities in satisfying, long-term marriages, sex-role self-concepts, marital adjustment, and self-actualization were assessed in 107 couples with long-term marriages. Subjects completed the Personal Orientation Inventory (POI), the Bem Sex-Role Inventory (BSRI), and a short marital adjustment scale devised by Locke and Wallace. The results indicated the marital adjustment was positively related to BSRI femininity scores for both males and females. The BSRI femininity score was positively related to aspects of personal development for both sexes as measured by the POI. Significant correlations between femininity scores and personal development were more numerous for males than for females. These findings suggest that feminine or expressive traits such as concern for the welfare of others are a factor in marital adjustment for both males and females. (NRB)

ED 260 351

CG 018 444

Snowden, Max Peel, Evelyn

Arkansas' High School Dropouts: Voluntary and Involuntary.

Arkansas Advocates for Children and Families, Little Rock.

Spons Agency—Arkansas State Office of Alcohol and Drug Abuse Prevention, Little Rock.

Pub Date—1 Apr 85

Note—89p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, Alcoholic Beverages, *Drinking, *Dropout Characteristics, Dropout Research, *Dropouts, *Expulsion, High Schools,

*Illegal Drug Use, Student Attrition, *Suspension, Withdrawal (Education)
Identifiers—Arkansas

This report is concerned with students who either dropped out or were dismissed from grades 9 through 12 during 1983-84 in 14 school systems in Arkansas. It is intended for use by state government, the State Department of Education, state and local policymakers, school administrators and staffs, parents, and young people. The data presented in this report were obtained from questionnaires completed by schools for each student who dropped out, was suspended, or was expelled during 1983-84 and from interviews with over 200 of these students. In Part I of the report, the magnitude of the dropout problem is considered, demographic characteristics of the dropouts and selected characteristics of their families are examined, and reasons for withdrawals and exclusions are discussed. The two types of school departures, dropouts and dismissals, are compared. Findings are summarized and recommendations are suggested. Part II of the report deals with the role of alcohol and drugs in the dropout problem and is based on personal interviews with the students. Survey results are presented according to beliefs about community drug and alcohol problems, patterns of drug use, reasons for using drugs, drug information sources, and other related information. The relationship between the use of controlled substances and school dropouts and dismissals is discussed. Findings are summarized and recommendations are made. The appendices contain the Personal Interview Questionnaire and a sample of detailed suspension, expulsion, and attendance policies. (NRB)

ED 260 352

CG 018 445

Lammon, Katherine R.

Job Search Techniques for Fine Artists: An Advisor's Handbook.

Pub Date—Apr 85

Note—47p; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985). Original study and a student's version of the handbook was funded by Ohio University.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrators, *Artists, College Faculty, Employment Interviews, *Fine Arts, Higher Education, *Job Search Methods, *Portfolios (Background Materials), Resumes (Personal), Student Personnel Workers, *Theater Arts, *Visual Arts

Identifiers—Audition (Theatrical)

This guide is intended for use by college faculty, career and placement counselors, and other student affairs personnel charged with offering career assistance to college-level fine arts students. Specific advice is offered on how to assist fine artists with the organization of their job search efforts. The information in this guide was obtained from interviews with 14 employers from arts organizations about job hunting advice they would give to new artists. Chapter 1 focuses on resume writing and includes a brief review of basic guidelines and specific suggestions for three artist populations (visual artists, performers, and arts administrators). Portfolio production and presentation is discussed in chapter 2 and, because visual artists depend heavily on portfolios, their needs are addressed at length. Auditioning techniques for performers are considered in chapter 3 and specific suggestions are given for actors, dancers, musicians, and vocalists. Basic interviewing strategies are presented in chapter 4 and refinements on interviewing techniques are outlined for visual artists, performers, and arts administrators. General advice on how to approach and control an employment search are offered in chapter 5. Names of associations and publications appropriate for each type of artist are provided. An alphabetical list of addresses and telephone numbers for these organizations is given in the appendices. The appendices also contain sample resume outlines for visual artists, performers, and arts administrators, and a listing of relevant career library materials. (NRB)

ED 260 353

CG 018 446

Rinear, Eileen E.

Symptoms of Post-Traumatic Stress Disorder among Surviving Parents of Child Homicide Victims.

Pub Date—22 Apr 85

Note—15p; Paper presented at the Annual Meeting of the Orthopsychiatric Association (62nd, New York, NY, April 20-24, 1985). Paper based

on author's PhD dissertation, Temple University.
 Pub Type—Reports—General (140)—Speeches/
 Meeting Papers (150)
 EDRS Price—MF01/PC01 Plus Postage.
 Descriptors—*Children, Coping, *Death, *Grief,
 *Parents, Psychological Patterns, Stress Vari-
 ables, *Victims of Crime
 Identifiers—*Homicide, *Post Traumatic Stress
 Disorder

This paper recognizes murder as a major cause of mortality among adolescents and young adults and addresses the need for research examining the effects of murder on the victim's surviving family members. The information contained in this report was obtained from surveys completed by 237 members of the Parents of Murdered Children support group. The scope of the problem of murder in our society is presented and a brief summary of the victim characteristics and murder scenarios common to this investigation is provided. The primary focus of this report is on the psychological sequelae typically experienced by parents whose children have been murdered. It is noted that the symptoms and reactions of these parents failed to conform fully to currently existent models of grief and mourning, but more closely approximated symptoms cited as criteria for Post-Traumatic Stress Disorder (PTSD). Ten symptoms and reactions of PTSD reported by the parents are listed and examples are given for each symptom. The socioenvironmental factors which serve to compound the traumas and impede the recovery of these surviving parents are also discussed. (NRB)

ED 260 354 CG 018 447

Robb, Harold B., III
 Getting Licensed: Does What They Call Your
 Training Program Make a Difference?

Pub Date—Apr 85
 Note—19p; Paper presented at the Annual Con-
 vention of the Rocky Mountain Psychological As-
 sociation (Tucson, AZ, April 24-27, 1985).
 Pub Type—Reports—Research (143)—Speeches/
 Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.
 Descriptors—*Certification, *Professional Educa-
 tion, *Psychologists, *State Licensing Boards,
 *State Standards

Despite the Idaho State Board of Psychologist Examiners regulation that licensees must graduate from a program labeled "psychology", the board did not always enforce this regulation. Calls at the national level for a designation system of "psychology" programs, independent of American Psychological Association accreditation, coupled with the fact that there are no doctoral degrees granted in Idaho through any department or program labeled "psychology", underscored the need for additional information. In January, 1984, a mailing with a letter explaining the situation in Idaho, a survey, and a stamped, addressed envelope was sent to the psychology licensing boards in all 50 states and the District of Columbia. Responses (N=45) were received from all boards except those in California, Indiana, Massachusetts, Mississippi, Nebraska, and Vermont. Results of the survey showed that the states were divided almost equally in requiring a program labeled "psychology". It was also revealed that some state board offices did not know the provisions of their laws and regulations and that practice sometimes varied from the stated regulations. (A table summarizing the responses alphabetically by state is included.) (Author/NRB)

ED 260 355 CG 018 448

Rawlin, Timothy D.
 Attrition in Respiratory Care: Stress versus Intrinsic/Extrinsic Rewards.

Pub Date—Apr 85
 Note—29p; Paper presented at the Annual Con-
 vention of the Southwestern Psychological As-
 sociation (31st, Austin, TX, April 18-20, 1985). Best
 copy available.

Pub Type—Reports—Research (143)—Speeches/
 Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.
 Descriptors—*Career Change, *Employee Atti-
 tudes, Financial Problems, *Job Satisfaction, La-
 bor Turnover, *Predictor Variables, *Respiratory
 Therapy, Role Conflict, *Stress Variables, Work
 Attitudes, Work Environment

A recent study (Mathews, Lira, and Neis, 1984) indicated that the reason that respiratory therapists leave or intend to leave their profession is the desire for jobs which offer more job satisfaction, better salary, opportunity for advancement, more status or

recognition, better work schedules, and better benefits. Although the lack of these factors has been shown to contribute to job dissatisfaction, they cannot be solely responsible for the decision to leave the profession. The negative effects of job stressors must also play a part. A study was conducted to determine the contribution of potential stressors, measured by the Stress Index, and intrinsic/extrinsic job rewards, measured by the Job Dimension Survey, to job satisfaction and attrition of respiratory therapists (N=71) working in the critical care setting of three large metropolitan teaching/referral hospitals. While the results of the Mathews study were replicated, it was found that therapists actually leave the work force for quite different reasons. Discriminant analysis revealed that the predictor variables contributing to the decision to leave the work force were dissatisfaction with supervision and people on the job, role stress, goal stress, and financial stress. Managers and educators in respiratory care should be aware of the stress and job reward factors responsible for job dissatisfaction and attrition, and work toward preventing their negative impact. (Author/NRB)

ED 260 356 CG 018 449

Callari, Salvatore Redmon, William K.
 A Primary Prevention Program to Reduce Bulimia
 and Anorexia Nervosa.

Pub Date—85
 Note—10p.

Pub Type—Opinion Papers (120)
 EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Anorexia Nervosa, Be-
 havior Modification, Cognitive Restructuring,
 Eating Habits, Family Counseling, *Females,
 *High Risk Persons, Intervention, *Prevention,
 *Program Development, Young Adults
 Identifiers—*Bulimia

This paper presents a theoretical model for a primary prevention program for bulimia and anorexia nervosa to be used with adolescents and young women considered most at risk of developing these eating disorders. Characteristics of potential anorexics and bulimics are identified to aid in the selection of target groups for the program. It is recommended that subjects be paired by common characteristics and divided into experimental and control groups. It is noted that successful interventions in preventing anorexia and bulimia have not been identified yet. However, seven procedures are suggested as a starting point to be used with the experimental group: (1) taking subjects off reduction diets and teaching alternative ways of reducing or maintaining normal weights; (2) initiating some type of family therapy; (3) stressing relaxation training and/or stress management; (4) using a cognitive-behavioral approach to change irrational belief systems and inappropriate behaviors; (5) incorporating techniques found to be effective in treating anorexia and bulimia into prevention programs; (6) beginning treatment for anxiety or depression; and (7) continuing long-term follow-up until subjects reach an age when the risk of developing these disorders is reduced. Possible benefits from this type of intervention are discussed and possible problems in developing such a program are identified. It is concluded that, in spite of these problems, the implementation of primary prevention programs may reduce the incidence of these eating disorders and may prove more cost effective than traditional treatment procedures. (NRB)

ED 260 357 CG 018 450

White, Arden Lewis, Jean
 Youth and Parent Perceptions of Female Roles
 One Decade Apart.

Pub Date—84
 Note—14p.

Pub Type—Reports—Research (143)
 EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, *Attitude
 Change, *Females, Junior High Schools, *Parent
 Attitudes, *Role Perception, *Sex Role, *Student
 Attitudes

Several studies have compared male and female college students on their attitudes about women, while other studies have assessed the attitudes of elementary and secondary school students and of adults. No studies were found in which measurements had been taken in one community over an extended period of time. To examine possible attitude changes over time, attitudes of children and their parents in one community were compared over a 10-year period. In spring 1974, a random sample of junior high school girls and boys and their

parents completed a questionnaire modeled after the Attitudes Toward Women Scale. The 1974 sample consisted of 30 girls, 30 boys, 29 mothers, and 24 fathers. In fall 1983, data were collected with the same instrument at the same school. A two-way analysis of variance was used to summarize data from eight groups (girls, boys, mothers, and fathers in 1974 and 1983). The results indicated significant main effects for groups and for time. Girls in 1983 showed no differences in their attitudes when compared with girls in 1974. The groups of boys, mothers, and fathers in 1983, however, all had significantly higher means than these groups sampled in 1974. Since higher scores are indicative of a less traditional attitude than lower scores, the finding that three groups scored higher in 1983 suggests that some changes are occurring in views of female roles. (NRB)

ED 260 358 CG 018 451

Ward, Shawn L. And Others
 Sex Differences in Direction Giving: A Study of
 Preference and Competence.

Pub Date—22 Mar 85
 Note—22p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

Pub Type—Reports—Research (143)—Speeches/
 Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, College Students,
 Competence, Higher Education, *Map Skills,
 *Orientation, *Sex Differences, Spatial Ability,
 Verbal Communication

Identifiers—*Cardinality, *Directions

Although it has been suggested that women are less likely than men to use cardinality in dealing with environmental space, there has been no direct empirical assessment of this claim. If women are less likely than men to use cardinality, it is not clear whether women lack the competence to use a coordinate system of reference or simply prefer another style of direction giving. To examine these issues, male (N=88) and female (N=88) college students' use of cardinal directions was compared when they gave directions spontaneously, and also after they were given instructions to use cardinality. Their use of cardinal directions was also compared when a map was perceptually present and when it had to be memorized. Subjects were assigned to one of three conditions (perception, memory, memory prompted), were shown two maps, and were asked to give directions from one location on the maps to another to an unseen third party. Transcripts of subjects' direction-giving were scored for cardinality, relational terms, mention of landmarks, mention of mileage, and omission and commission errors. The results indicated that when the use of cardinality was not required, males in both the memory and perception (before prompting) conditions used more cardinal directions and mileage indicators than females and committed fewer omission and commission errors. More cardinal directions were given by both sexes after prompting to use cardinality. These data provide empirical support for the view that males are more likely than females to use cardinality in their direction-giving. (NRB)

ED 260 359 CG 018 452

Okinaka, Erkki
 Meaningfulness of Studying and Learning as a
 Framework for Analyzing Intellectual Develop-
 ment and Learning Difficulties.

Pub Date—Aug 84
 Note—29p; Paper presented at the Conference on
 Thinking (Cambridge, MA, August 19-23, 1984).

Pub Type—Opinion Papers (120)—Speeches/
 Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, Cognitive Pro-
 cesses, Elementary Secondary Education, *Intel-
 lectual Development, *Learning Motivation,
 Learning Problems, *Learning Theories, *Rele-
 vance (Education), *Student Experience, Student
 Motivation, *Study

Identifiers—*Meaningfulness

Although many researchers have identified meaningful learning as the proper aim of education, the realization of that aim and the theoretical understanding of the prerequisites for meaningful learning in the school setting are far from complete. By integrating ideas from theories of meaningful learning with ideas from theories of purposeful, goal-directed action in psychology and socialization in sociology, a common concept of meaning and meaningfulness could be developed. This integration could facilitate

the analysis of the interaction of cognitive, motivational, emotional, and social elements in learning situations. Whether a student experiences his school curriculum as being personally significant and meaningful depends on both affective and cognitive elements. Cognitive meaningfulness can be further divided into logical and psychological meaningfulness. Behind the psychological meaningfulness of studying and learning there are structures of relevance. A hierarchical organization of relevance includes the student's experienced purpose of life interacting with his experienced meaningfulness of attending school, studying, and learning. In addition to these structures, there are social and intellectual dimensions of relevance. Four types of orientation can be identified, based on quality of sense of control and the kind of relevance experienced. These are task, social dependence, ego-related, and non-commitment orientations. The cyclical processes of learning situations produce cumulative experiences which lead to the development of individuals' motives, conceptions, and behavioral tendencies in different directions. (NRB)

ED 260 360 CG 108 453

Ninnes, L. E.

On the Nature of Concepts.

Pub Date—Aug 84

Note—19p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Structures, *Concept Formation, *Phenomenology, Philosophy, *Psychology, Social Sciences, Theories
Identifiers—Hegel (Georg Wilhelm Friedrich), *Knowledge

It is difficult to give a precise meaning to the term "concept" because to specify any sense to the term is already to be using concepts. It is impossible to talk about concepts without at the same time having made epistemological and metaphysical commitments. If the epistemological and metaphysical commitments are inadequate, then the sense given to concepts will also suffer such fault. Concepts will be systematically misunderstood and will give a distorted view of reality. Some areas of psychology, social science, and philosophy suffer from faults in the form of knowledge they have adopted. Hegel (1966) argues powerfully for the view that all theories or points of view must be examined in terms of how successfully they are able to achieve knowledge of their objects. Real knowledge will be arrived at, not by holding to one viewpoint in opposition to the other views, but by working through points of view to see how they contribute to our understanding of human thought. Psychology should recuperate its past and set to a serious study and evaluation of Hegel's thought, his views on methods, conceptualization, thinking, and experience. Hegel's demand is that any form of knowledge be able to say what it knows in a way that does not contradict its own standard. This involves the detailed description of each form of knowledge on its own terms. This is the path to Science. (NRB)

ED 260 361 CG 108 454

Pickens, Keith

The Young and the Volatile: Coping with Solvent Abuse.

New Zealand Council for Educational Research, Wellington.

Report No.—ISBN-0-908567-43-X

Pub Date—85

Note—48p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Children, *Drug Abuse, *Drug Education, Drug Rehabilitation, Elementary Secondary Education, Foreign Countries, Health, High Risk Persons, Parent Counseling, *Prevention
Identifiers—*Glue Sniffing, New Zealand, *Solvents

This report on sniffing behavior and solvent abuse among children and adolescents is intended for use by health and education professionals. A brief historical overview of solvents used, methods of use, and effects is provided. Three types of sniffers (experimenters, social users, chronic abusers) are identified, and age data, children at risk, and incidence data are discussed. Symptoms of sniffing are listed, steps to take when a child is discovered sniffing are enumerated, and suggestions are made for following through on suspicions of sniffing. Risk factors in-

involved in sniffing are examined, including health dangers, sniffing-related injuries and accidents, and other dangers. Practical suggestions are made about initial interventions and about programs of education, prevention, and treatment. For teaching about the dangers of sniffing, a casualty-reduction approach designed to encourage a trend toward less dangerous kinds of sniffing is presented, and problems with this approach are discussed. High fear and information approaches are also considered. Non-specific prevention measures are described, along with considerations of controlling or treating solvents. Suggestions are given for counseling and therapy and for working with parents and with professionals. A general guide to chemicals in sniffed products and a list of further reading in several areas are provided. (NRB)

ED 260 362 CG 108 464

LeRoy, Barbara, Comp.

Unemployed Youth: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—2p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counselor Role, *Education Work Relationship, Individual Needs, *Intervention, On the Job Training, School Business Relationship, *Unemployment, *Vocational Adjustment, *Youth, Youth Problems, Youth Programs
Identifiers—ERIC Digests

This digest examines reasons for youth unemployment and its effects, the counselor's role in school-to-work transitions, vocational adjustment, intervention strategies, and current needs. (BH)

ED 260 363 CG 108 465

Clements, Judy, Comp.

Older Adults: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—2p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Counseling, *Adult Education, *Aging (Individuals), Career Counseling, Counseling Techniques, *Counselor Role, *Group Counseling, Individual Needs, *Older Adults, Preretirement Education, Retirement
Identifiers—ERIC Digests

This digest focuses on some special concerns of the elderly such as employment issues, retirement, problems of aging, and continuing education, and discusses ways counselors can help. (BH)

ED 260 364 CG 108 466

Lachance, Laurie, Comp.

Adolescent Substance Abuse: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—2p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Counseling Techniques, *Drug Abuse, *Drug Addiction, Family Problems, Incidence, Intervention, *Prevention, School Policy, Secondary Education
Identifiers—ERIC Digests

This digest defines drug abuse and examines ensuing family problems, methods of intervention and treatment, school related problems, and prevention of chemical dependency. (BH)

ED 260 365 CG 108 467

Bleuer, Joanne, Comp.

Assessing School Counselor Performance. In Brief: An Information Digest from ERIC/CAPS.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—2p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Counselor Evaluation, *Counselor Performance, *Evaluation Criteria, *Evaluation Utilization, Measurement Techniques, *School Counselors
Identifiers—ERIC Digests

This digest identifies the issues which must be addressed to make instruments and procedures for assessing school counselor performance efficient, fair, valid, and useful. (BH)

ED 260 366 CG 108 468

Walt, Garry R.

Counseling and Educational Excellence: A Response to "A Nation at Risk". In Brief: An Information Digest from ERIC/CAPS.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—2p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Planning, *Cognitive Style, *Counselor Role, *Educational Improvement, *Educational Quality, Elementary Secondary Education, Guidance Programs, *Professional Development, Program Design, Program Evaluation, *School Counseling, Student Needs
Identifiers—ERIC Digests, *National Commission on Excellence in Education

This digest focuses on the contributions counselors can make to help schools achieve educational excellence and enhance both the quantity and quality of student learning. (BH)

ED 260 367 CG 108 469

Herbert, Deborah, Comp.

Eating Disorders: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—2p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Anorexia Nervosa, *Counseling Techniques, *Family Characteristics, Females, Incidence, *Psychological Characteristics
Identifiers—*Bulimia, *Eating Disorders, ERIC Digests

This digest describes the characteristics and extent of anorexia and bulimia, and provides psychosocial and family profiles of the victims. The role of counseling programs in treating these disorders is discussed. (BH)

ED 260 368 CG 108 470

Frenza, Mary

Selected Issues in Elementary Guidance. Highlights: An ERIC/CAPS Fact Sheet.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84
Contract—400-83-0014

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counselor Role, Elementary Education, Elementary School Students, Intervention, *One Parent Family, School Counselors, *School Guidance, *School Phobia, *Transient Children Identifiers—ERIC Digests, *Latchkey Children

This fact sheet discusses the role of the school counselor in interventions for school phobia, transient and latchkey children, and children from single parent families. (MCF)

ED 260 369

CG 018 471

Benjamin, Libby

Creativity and Counseling. Highlights: An ERIC/CAPS Fact Sheet.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84
Contract—400-83-0014

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counseling, *Counseling Techniques, *Creativity, Creativity Research, *Psychological Characteristics, Research Needs, Research Problems Identifiers—ERIC Digests

In this fact sheet creativity is defined and stages in the creative process and characteristics of creative persons are discussed. Research approaches to creativity and blocks to the creative process are described. Six creative approaches to integrating creativity into counseling are delineated. (MCF)

ED 260 370

CG 018 472

Johnston, Joe A. Heggner, Mary J.

Adult Career Development: An Overview. Highlights: An ERIC/CAPS Fact Sheet.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84
Contract—400-83-0014

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Development, *Adults, *Career Development, Delivery Systems, Educational Trends, Employment Patterns, Interest Inventories, Research Problems Identifiers—ERIC Digests

This digest discusses demographic, technological and other factors influencing adult career development and describes new career services, assessment instruments, and interventions for adults. Problems with research in the area of adult career development are noted. (MCF)

CS

ED 260 371

CS 008 009

Adams, Dennis M.

Critical Reading: Visual Skills.

Pub Date—Feb 85

Note—10p.; Paper presented at the Annual Meeting of the Colorado Council of the International Reading Association (18th, Denver, CO, February 7-9, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communications, *Computer Science, *Critical Reading, Elementary Secondary Education, *Futures (of Society), Influences, Reading Skills, *Teaching Methods, *Television Viewing, *Visual Literacy

Identifiers—Audience Response, *Critical Viewing

The computer controlled visual media, particularly television, are becoming an increasingly powerful instrument for the manipulation of thought. Powerful visual images increasingly reflect and shape personal and external reality—politics being one such example—and it is crucial that the viewing public understand the nature of these media messages. The social institutions that are charged with broadly educative responsibilities need to encourage both intelligent programming and critical viewing skills, without dismissing the value of literature and reading. As print can assist visual literacy, so too can television help build more powerful literacy campaigns. The computer controlled interaction of print, video, and telecommunications has the potential for a powerful synergism that could invigorate the process of learning to read print. Neither the medium, the family, nor the school offers much in the way of visual literacy instruction. Specific activities that promote visual literacy include (1) moving children progressively from catalogs, newspapers and magazines, to television, allowing them to locate features that influence purchasing; (2) using home video recordings to show how metaphoric thinking can be found in the lyrics of some music and how symbols are used to make a statement; and (3) having children explore how common visualizations are created with computer based technology for television news. (HTH)

ED 260 372

CS 008 082

Brown, Ann L. Reeve, Robert A.

Bandwidths of Competence: The Role of Supportive Contexts in Learning and Development. Technical Report No. 336.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 85

Contract—400-81-0030

Grant—HD05951; HD06964; HD15808

Note—111p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Child Development, Child Psychology, *Cognitive Development, Cognitive Processes, Developmental Continuity, *Developmental Psychology, Elementary Education, *Learning Readiness, *Learning Theories, Research Needs, *Social Environment Identifiers—*Vygotsky (Lev S)

While many contemporary developmental theorists have avoided taking a stand on the controversial relationship between learning and development, this paper is based on the belief that the notion of "bandwidth of competence," or L. S. Vygotsky's "zone of proximal development," provides a useful framework for considering this relationship. As Vygotsky argued, learning in context, including the social context, creates development which in turn determines the level of learning and teaching for which the child is ripe. Any estimate of developmental status depends on the environment in which it is revealed. Contexts can be overtly social, as in the case of adult or peer assistance, or covertly social, as in the case of responding to an imagined or internalized audience. Children create their own zones of competence by working recursively on their own theories of cognition. In the future, developmental psychologists should learn to understand (1) sensitive methods of assessing readiness for change, (2) self-directed learning, (3) the dynamics of social situations that are successful in inducing change, and (4) supportive experimental contexts. Nineteen pages of references and several tables and figures conclude the paper. (HOD)

ED 260 373

CS 008 084

Newton, Ray

Newspaper in Education: New Readers for Newspapers.

Pub Date—Apr 85

Note—26p.; Paper presented at the Meeting of the Western Social Science Association (Ft. Worth, TX, April 24-27, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Content Area Reading, Educational Objectives, *Educational Resources, Elementary Secondary Education, *Instructional Materials, *Newspapers, Program Descriptions, *Program Evaluation, Reading Attitudes, *Reading Habits, Teaching Methods

Identifiers—Canada, Newspaper in Education Program, United States

Starting with the observation that unless young people begin reading the newspaper for information rather than entertainment they are not likely to sustain a newspaper reading habit into adulthood, this paper goes on to describe a national movement that has begun in the United States to take the newspaper into the public schools. An estimated 600 newspapers in the United States and Canada participate in the Newspaper in Education (NIE) program, intended to encourage use of newspapers as an educational tool. The newspapers are used in virtually every discipline, and the NIE program provides additional resource materials, teaching tips, and external assistance to any participating teacher. Objectives of the program include improving writing, reading and oral communication skills; enriching all content area courses; and familiarizing students with their community and nation, as well as the world—thus helping them to become better citizens. The NIE program provides a variety of services to participating teachers and schools, including (1) newspapers at reduced rates, (2) NIE activity booklets, (3) teacher workshops, (4) newspaper tours, (5) in-class presentations, (6) parent brochures and workshops, and (7) college credit courses. While studies evaluating the impact of the program present mixed results, one comprehensive study indicated that students in the program felt they were likely to be regular newspaper readers as adults, and that the students recognized the importance of freedom of the press. (Materials illustrating how the newspaper can be used in the classroom are included.) (HTH)

ED 260 374

CS 008 109

Hay, Teresa A. Froese, V.

The Relationship among Two Levels of Cognitive Development and the Linguistic Fluency and Rhetorical Quality of Stories Generated, Retold, Dictated and Written by Grade 2 Children.

Pub Date—28 Nov 84

Note—14p.; Paper presented at the Annual Meeting of the National Reading Conference (34th, St. Petersburg, FL, November 28-December 1, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Ability, Cognitive Development, Cognitive Structures, Comparative Analysis, Grade 2, *Language Acquisition, Language Arts, *Language Research, Language Skills, Primary Education, *Recall (Psychology), *Sequential Learning, Serial Ordering, *Story Telling Identifiers—*Story Structure

To address the notion that the cognitive level of young children influences their ability to recall the logical sequence found in stories, four modes of language-story generation, retelling, dictation, and writing—were collected for three weeks from 35 second grade children. Through prior testing with the Goldschmid-Bentler Concept Assessment Kit-Conservation-Form A, children were classed as preoperational (nonconservers) or concrete operational (conservers). The story generation task addressed the issue of the preoperational child's ability to comprehend sequential order in stories and the retelling task measured the preoperational child's ability to remember stories in sequential order. Each of the stories was analyzed according to seven measures of linguistic quantity or language output. Findings indicated conservers, with regard to linguistic quantity measures, used a greater total number of words and total number of dependent clauses than did nonconservers in the four story-language modes combined. With regard to rhetorical quality measures, conservers used the macrostructure categories of initiating event and reaction at a statistically significant level as compared to nonconservers. (HOD)

ED 260 375

CS 008 110

Rosen, Carl Frank, Alan

Motivational Processes in Reading: Unlocking the Ghost in the Machine.

Pub Date—5 May 85

Note—24p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Goal Orientation, Incentives, *Motivation Techniques, Reading Improvement, *Reading Instruction, Reading Skills, *Student Behavior, *Student Motivation, *Teacher Behavior

Containing five sections, this paper deals with motivational processes in reading. The paper first discusses motivation and unmotivated behavior. It then examines contributions from psychology, which include views concerning the nature of variables and processes involved in motivation and behavior; a hypothetical motivational sequence; and "unlocking the ghost in the machine," or bringing out internal motivating influences, such as insight, intellectual awareness, task knowledge, and self-evaluative abilities. The paper concludes that since successful learning comes from proactive behavior, teachers could help students by acquiring new concepts and skills that positively affect student motivation. (EL)

ED 260 376

CS 008 113

Van Tiem, Darlene

A Study of the Reading Skills of Juniors and Seniors at Marygrove College: Winter Term, 1983.

Pub Date—[85]

Note—24p.; Several pages contain small print.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, English Instruction, Higher Education, *Reading Achievement, *Reading Comprehension, Reading Improvement, *Reading Research, *Reading Skills, Vocabulary, *Vocabulary Skills

Identifiers—Nelson Denny Reading Tests

A study of the vocabulary and comprehension scores of juniors and seniors at Marygrove College was conducted during the winter term of 1983 in order to determine the reading levels needed for success in upper division courses. Because the research was designed to determine the reading levels needed for successful study, students on academic probation or taking more than one developmental course were eliminated from the potential sample. Sixty-six students were given the Nelson Denny Reading Test, Form F; three were subsequently eliminated, leaving 24 seniors and 39 juniors in the sample. Juniors had an average college sophomore reading level, and seniors had an average reading equivalent of late college freshman year. However, the scores encompassed a very wide range, indicating that a wide variety of reading levels is applicable for successful study at the college level. It appears that juniors and seniors who have taken developmental reading never attain the reading level of those students who did not take such courses, but they do persevere. Therefore, it might be better to admit students with reading deficiencies and then provide the appropriate educational support to enable them to achieve a meaningful liberal arts education. Numerous tables and charts provide participant test scores and other data. (DF)

ED 260 377

CS 008 117

Newcastle, Helen Ward, Barbara

Enriching the Classroom Reading Program.

Pub Date—Mar 85

Note—9p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (11th, Portland, OR, March 7-9, 1985).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Critical Reading, *Curriculum Enrichment, Elementary Education, Literature Appreciation, Motivation Techniques, Program Development, *Reading Attitudes, Reading Centers, *Reading Habits, Reading Improvement, *Reading Instruction, *Reading Interests, *Student Motivation, Teacher Role

If reading is to become a lifelong passion, teachers must strive to encourage in students a lifelong interest in reading, and to improve their literature appreciation and critical reading abilities. Research indicates that teachers must enrich the reading curriculum beyond the basic skills program if children are to learn to love to read. Such an enrichment

program should provide time in the daily schedule for (1) developing interest in self-selected reading material, (2) oral reading by the teacher, (3) silent reading, (4) interpretation and sharing activities related to reading, and (5) parent involvement in the reading program. A place should be set aside within the classroom where reading activities may be carried on. The area should provide space for displays and audiovisual equipment, and approximately 3 to 5 books or items per student or a collection of 100-150 items rotated at least once a month. The materials should be of high quality, and related to the interests and experiences of the age group. Time should be given for the encouragement of reading and use of the center, and for responding to the materials. Finally, such a program requires a teacher who is enthusiastic about reading, knowledgeable about materials, and eager to help students develop interest and enthusiasm in reading and give them appropriate guidance in making reading selections. (A suggested schedule for a reading enrichment program is included.) (HTH)

ED 260 378

CS 008 119

Mathews, Paul J. And Others

The Use of Readability Formulas in Patient Education Materials.

Pub Date—Jul 85

Note—30p.; Paper presented at the American Association for Respiratory Therapy Summer Forum (Reno, NV, July 26-28, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Guides, Health Education, *Health Materials, *Patient Education, *Patients, *Readability, *Reading Ability, *Reading Skills

Identifiers—*Patient Education Materials, SMOG Readability Formula, Stendahl Readability Formula

A study was conducted to determine the SMOG readability formula scores of currently available patient education materials. It was hypothesized that the reading level of the materials would be higher than 7.5, the reading level of the average American citizen; and that there would be a significant reduction in the measured document reading levels if key terms were assumed to be known (pre-taught) and were counted as one syllable words on the SMOG. The SMOG readability grade levels of 10 sample education pamphlets dealing with respiratory diseases were determined. Results indicated that the lowest SMOG grade level on the materials was 2.92 levels above the population mean, 7.5; and that assuming knowledge of key terms and counting them as one syllable words for SMOG calculations reduced the lowest level to 1.98 grade levels above 7.5. The results suggest that readability formulas have a potential role in the evaluation of patient education materials, but that this potential may be limited to serving as a guideline. They also suggest that assessment of the patient's educational level be incorporated into patient evaluations, and that the inclusion of a vocabulary at the beginning of each document would result in a more readable and therefore more valuable document. (HTH)

ED 260 379

CS 008 121

Block, Janet K. Puckett, Margaret

Developmentally Appropriate Kindergarten Reading Programs. A Position Statement.

Texas Association for the Education of Young Children.

Pub Date—[84]

Note—6p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Educational Theories, *Kindergarten, Literacy, Preschool Education, Primary Education, Reading Instruction, Reading Processes, *Reading Programs, *Reading Readiness, *Reading Research, Reading Skills, Teaching Methods, Writing Instruction, *Writing Research, Writing Skills

Focusing on the learning styles of young children, this position statement presents current research and information that document the need for developmentally appropriate reading experiences during the kindergarten and prekindergarten years. The paper contains the following sections: (1) a background statement, (2) current literacy research implications, (3) descriptions of developmentally appropriate and inappropriate kindergarten reading programs, (4) statements supported by recent liter-

acy research, (5) questions frequently asked, (6) quotes from the Texas Education Agency, (7) implementing the new Texas "rules for curriculum," (8) "try this" (literacy experiences for children), and (9) references. (EL)

ED 260 380

CS 008 123

Slaughter, Helen B. And Others

Contextual Differences in Oral and Written Discourse during Early Literacy Instruction.

Pub Date—1 Apr 85

Note—60p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classroom Observation Techniques, Classroom Research, Classroom Techniques, Comparative Analysis, Ethnography, *Language Acquisition, Language Arts, *Language Processing, Learning Processes, Literacy, *Oral Language, Primary Education, *Sociolinguistics, Speech Communication, Writing Skills, *Written Language

Identifiers—*Whole Language Approach

An ethnographic study of kindergarten through grade two classrooms was conducted of various sociolinguistic contexts in which young students were developing oral and written language competencies. Nonparticipant observations were conducted in both regular classrooms and Chapter I small group classroom settings. The observations were analyzed from a variety of perspectives spanning a range from whole language to a more conventional language arts approach to instruction. A coding system was developed to assist in the analysis of protocol data regarding literacy events, oral language interaction, and evaluation occurring in classroom settings. The data indicated that for the most part literacy lessons must have functional meaning for the child if positive learning is to occur. (An overview of the major aspects of a whole language approach to instruction, the responses of low-achieving students to whole language activities and recommendations for improving the literacy learning of young students are included, as are definitions and discussion of selected codes for analysis of protocol data.) (Author/HOD)

ED 260 381

CS 008 124

McClain, Anita Bell

Using Traditional Literature to Teach Critical Reading Skills.

Pub Date—Mar 85

Note—12p.; Paper presented at the Annual Meeting of the Far West Regional Conference of the International Reading Association (11th, Portland, OR, March 7-9, 1985).

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children's Literature, *Critical Reading, Elementary Education, *Fiction, Folk Culture, Legends, *Literature Appreciation, Mythology, *Reading Instruction, *Teaching Methods

Identifiers—Folktales

Classroom teachers might consider teaching children to become critical readers through the use of traditional literature. It is not necessarily difficult to define critical reading, but it is a difficult task to teach students when and how to read critically. The six skills most important to critical reading are that the reader should (1) read material with an alert and questioning mind, (2) compare and contrast what has been read, (3) consider the author's viewpoint and be aware of other viewpoints, (4) detect propaganda techniques, (5) identify relevant and irrelevant information, and (6) differentiate fact from opinion. To critically analyze traditional literature (such as folktales, myths, or legends), one must first understand the characteristics of each genre and be aware that each culture has unique beliefs and geographical positions. The task of the critical reader is to analyze and then apply literary elements such as main character, setting, plot, and conclusion to several tales. Possible titles for use are "Too Much Noise" for primary grades, "Snow White and the Seven Dwarfs" for primary/middle grades, and "Cinderella" for middle grades. Since the excellent variety of traditional literature lends itself to analysis, a classroom teacher could consider using it to teach critical reading. Tables illustrate ways to com-

pare various tales or to note similarities and differences in the main character, setting, conflict, advice, animals, and resolution of conflict. (DF)

ED 260 382

CS 008 127

Gutkin, Joan

The Effect of Diagnostic Inservice Training on Class Reading Achievement and the Number of Lessons Covered.

Pub Date—85

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Parts of document contain small print.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Inservice Teacher Education, Language Arts, Pretests Posttests, *Reading Achievement, *Reading Diagnosis, *Reading Research, Reading Skills, Reading Tests, Socioeconomic Status, Student Evaluation

A study was conducted to determine whether a particular diagnostic assessment and monitoring program would have an effect on class achievement, regardless of curriculum used. The program consisted of a series of criterion-referenced tests coordinated with sequenced lessons in reading, oral language, and arithmetic, with the results charted by skill and pupil. These results formed a basis for ongoing assistance to the teacher by an inservice teacher trainer or supervisor. Conducted in an urban school district with poor pupil achievement, heavy bilingualism, and low pupil socioeconomic status, the study used an experimental pretest posttest comparison group design. All teachers were instructed to use the district's specific language program daily. There were three subtests—phonics, reading vocabulary, and reading comprehension—and a total reading score. Although the comparison group began with higher pretest results in every subtest, the experimental group scored higher in every area except reading vocabulary, and made greater gains in every subtest. However, none of the results reached significance. For the experimental group, covering more lessons in the language program, together with the diagnostic inservice training, resulted in a significant positive correlation between lesson day in program and the posttest scores on every subtest. The more the experimental group teachers covered in the language program, the higher the resulting scores in all areas. (Tables of findings are included.) (HTH)

ED 260 383

CS 008 128

Hunsberger, Margaret

Teaching Reading Methods: How Do Pre-Service Teachers Understand the Experience of Learning to Read?

Pub Date—Apr 85

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Reading, Higher Education, Literature Appreciation, *Methods Courses, *Preservice Teacher Education, *Reading Instruction, Reading Teachers, Story Reading, *Teacher Education Curriculum, Teacher Education Programs, *Teaching Methods

It is common in teacher education programs to require a course in reading or language arts methods, at least for students preparing to be elementary teachers. The question for teachers of methods courses is how they can best prepare students to be teachers of reading. A common approach to teaching a reading methods class is to provide information, such as what a basal reading series is and how many ways there are to decode words. Students are typically concerned about learning pragmatic teaching ideas. However, in a more phenomenological view of reading, the concern is to understand what reading is, what it is that people do when they read, what the experience of reading is, and what difference reading makes in people's lives. Suggestions for fostering this point of view include providing questions for reflection and assigning different types of texts. Phenomenology has also emphasized the importance of stories, and a recognition of their significance can affect not only a reading program but also the way education students plan their programs. Given an understanding about and the begin-

nings of reflection upon the experience of reading, perhaps preservice teachers will be able to continue observing learning, and reflecting in such a way as to be able to act with insightful wisdom and understanding of their students' experience. (DF)

ED 260 384

CS 008 129

Bhola, H. S.

Literacy: Destiny of the Human Species.

Pub Date—7 Jul 85

Note—16p.; Paper presented at the Annual Conference of the American Library Association (Chicago, IL, July 6-11, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, Cultural Context, *Daily Living Skills, Developed Nations, Global Approach, *Illiteracy, Individual Needs, *Literacy, *Literacy Education, National Programs, Political Influences, Social Problems

Identifiers—*Literacy Campaigns

The biological need to speak a language is joined today with the social necessity to read and write. Literacy may not be in the genes, but it has come to be central to the processes of cultural transformation in all societies—developed or developing. When viewed collectively within an evolutionary perspective, those who are literate are better fit for survival than the illiterate. Literacy is a matter of life and death. Without literacy—the portal to all education—worker-citizens are confined to the lowest rungs of the economy and are consigned to the underclass, doomed to go through life mystified by the structures that oppress them. In the United States alone, there are some 25 million people who cannot read the labels on the things they buy. To combat illiteracy, the governing classes must understand that the allocation of resources to literacy promotion will bring high economic, social and political returns. On the other hand, illiterates must do something for themselves. They need to dream, to commit, to sacrifice, to practice immediate self-denial for later collective good, and to be self-reliant and inventive. (HOD)

ED 260 385

CS 008 130

Cook, Nancy J. Mottley, Reed R.

Predictors for Academic Achievement for College Freshman Football Players: An Analysis of Findings.

Pub Date—[84]

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Athletes, College Freshmen, *Educational Research, Football, Grades (Scholastic), Graduation Requirements, Higher Education, *Performance Factors, *Predictor Variables, Racial Factors, Student Evaluation, Study Skills

Identifiers—ACT Assessment, National Collegiate Athletic Association

Triggered by recent exposures of illiterate college athletes, the academic exploitation of athletes, and the manipulation of educational standards for athletes at all levels, the National Collegiate Athletic Association (NCAA) in January 1983 passed an academic requirements ruling for all Division I schools within the NCAA. "Proposition 48" established academic requirements for athletes attending or planning to attend all Division I colleges. In light of this ruling, a study was conducted to determine predictors for academic success for college football players. Subjects were 59 first semester freshmen, about equally divided by race, at a southern four-year NCAA institution. Subjects' ACT composite scores ranged from 9 to 26 and high school grade point averages from 1.38 to 4.00 on a 4.00 scale. All were considered football athletes based on prior assessment of their athletic abilities, although three had high school GPAs lower than the required 2.00 on a 4.00 scale, and so were not eligible for practice or play. Regressions were used to determine the best predictors for academic success defined as grade point average. Those predictors found most significant were race; the number of games in which the athlete performed; the number of semesters enrolled in a study improvement course; the ACT natural science, mathematics, and social science scores, and the number of semesters needed to prove proficiency in a developmental reading course. (HTH)

ED 260 386

CS 008 131

Haas, Christina Hayes, John R.

Reading on the Computer: A Comparison of Standard and Advanced Computer Display and Hard Copy. CDC Technical Report No. 7. Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.

Report No.—CDC-TR-7

Pub Date—Feb 85

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Freshmen, Comparative Analysis, *Computer Science, *Critical Reading, *Display Systems, Higher Education, Reading Processes, Reading Rate, *Reading Research, *Textbooks

Identifiers—*Cathode Ray Tubes, *Proofreading

Two experimental studies were conducted to compare two typical reading tasks—critical reading and proofreading—on computer display and on hard copy. Ten college freshmen with less than 10 total hours spent on a computer prior to the experiments were trained on the computer system for approximately three hours in two sessions before beginning the experiments. The computer display used for the experiments had a large, bit-mapped screen, variable fonts, and high resolution, black-on-white display. The first experiment compared subjects' efficiency at reading for meaning in one hard copy and four advanced computer conditions. Results showed a significant effect for screen size, with subjects' performance in large screen conditions approaching that of hard copy. There was no effect for text advancement method, nor was there an interaction between variables. The second experiment compared the same subjects' proofreading efficiency in large and small screen conditions and with hard copy. While the mean times for hard copy proofreading were slightly faster, the differences between the three conditions were not significant. (Author/HOD)

ED 260 387

CS 008 132

Haas, Christina Hayes, John R.

Effects of Text Display Variables on Reading Tasks: Computer Screen vs. Hard Copy. CDC Technical Report No. 3.

Carnegie-Mellon Univ., Pittsburgh, PA. Communications Design Center.

Report No.—CDC-TR-3

Pub Date—Mar 85

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Comparative Analysis, *Computer Science, *Display Systems, Graduate Students, Higher Education, *Information Retrieval, Periodicals, Reading Processes, *Reading Research, *Recall (Psychology)

Identifiers—*Cathode Ray Tubes

Two studies were conducted to compare subjects' performance reading texts displayed on a computer terminal screen and on paper. In the first study, 10 graduate students read a 1,000-word article on knee injuries from "Science 83" magazine and were tested for recall of information on eight items. While subjects in the control condition (reading hard copy) were more accurate in spatial recall of text sequence, vertical spacing, and horizontal spacing, the results were statistically significant only in the category of vertical location. In the second study, 15 graduate students were timed for retrieval of information. Subjects read texts in three conditions: (1) hard copy (paper), (2) a standard CRT screen with text presented on 12 screens with a baud rate of 4800, and (3) a 19-inch diagonal screen with text presented in 5.5 screens. Results showed that subjects read significantly faster under conditions one (paper copy) and three (large screen) than under condition two (normal CRT.) (Author/HOD)

ED 260 388

CS 008 136

Smart, Karla

Literacy: A Reflection.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date—Sep 85

Note—9p.

Journal Cit.—Insights into Open Education; v18 n1 Sep 1985

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, *Definitions, *Illiteracy, Individual Development, *Literacy, *Literacy Education, Metaphors, Public Opinion, Reading Skills, Social Problems

An appreciation for the diverse meanings ascribed to the concept of literacy is fundamental to the affirmation of literacy in human lives. Literacy is something interpreted. Its presence is visible in lives, yet literacy remains an invisible, measureless phenomenon. In the fullness of being literate, there is humaneness-wakefulness, liveliness and engagement. In reduced terms, literacy is a skill-specifically grammar-and misuse of the skill labels a speaker an illiterate. Social issues of class, economics and employment, expectations and aspirations, and power come to the fore in discussion of literacy. Judgments and comparisons are made about individuals with regard to literacy. A sense of hierarchy exists, and people are labeled and ranked in the social order based on assessments of literacy. Metaphorically, literacy is described as a battery and a tool for building personal growth. Images such as these suggest tangibility. They suggest literacy is something to get and to use. Issues of literacy are understood and acted upon through human perspectives. The meanings educators and the public attribute to literacy undergird teaching practice and touch on students' lives. (HOD)

ED 260 389 CS 008 137

Schaffer, Deborah
Dialect Diversity and the Teaching of Reading.
Pub Date—Apr 85

Note—22p; Revised and expanded version of a paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Seattle, WA, April 25-27, 1985).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, Elementary Secondary Education, *Learning Problems, *Nonstandard Dialects, Reading Difficulties, *Reading Instruction, *Social Dialects, Teacher Education, Teacher Role, Teacher Student Relationship, *Teaching Methods

Identifiers—*Linguistic Awareness

One of the central problems in teaching dialectally divergent students to read is the teacher's own lack of awareness of the nature of dialects. Teachers with some linguistics background will be more sensitive to language variation, and will therefore be better able to recognize divergent dialects and to separate learning problems relating to dialect differences from those relating to intelligence, emotional adjustment, and other factors. The method best suited to both the linguistic and social realities of teaching dialectally diverse students to read is the "gentle guidance" approach, which separates the central concern of learning to read from the tangential goal of learning the standard dialect. In this method, students work in their own dialect, and the teacher resolves any confusion or questions as they arise, with straightforward and nonjudgmental linguistics-based explanations. This lets the whole class learn about dialect diversity as well as the reading process. A four-page bibliography is appended. (HOD)

ED 260 390 CS 008 149

Herrmann, Beth Ann And Others

A Descriptive Study of the Effects and Characteristics of Direct Teacher Explanation in a Clinical Setting. Research Series No. 199.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Report No.—IRT-RS-199

Pub Date—Jun 85

Contract—400-81-0014

Note—23p.

Available from—Institute for Research on Teaching, College of Education, Michigan State University, 232 Erickson Hall, East Lansing, MI 48824 (32.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Individualized Instruction, *Learning Disabilities, Perception, Reading Difficulties, *Reading Instruction, Reading Processes, *Reading Research, Reading Skills, *Teacher Role, *Teacher Student Relationship, *Teaching Methods

Identifiers—*Teacher Explanation

A study was conducted to explore whether explicit teacher explanation techniques could be effective with severely disabled readers in clinical settings. The subjects were three teachers enrolled

in a five-week supervised clinical practicum that emphasized continuous diagnosis of disabled readers and the planning and implementation of 54 hours of corrective and remedial instruction on the basis of identified student needs. Using procedures and tools from an earlier study, lessons were rated for explicitness, and students were interviewed to determine their awareness of the reading skills they had been taught. The results substantiated previous findings indicating that (1) there is a relationship between the explicitness of the teacher's instruction during reading lessons and what students learn, and (2) this relationship exists regardless of whether the instruction is provided in a regular classroom using a basal reader or in a reading clinic using a variety of printed materials. However, qualitative analysis revealed unanticipated subtleties about how to conduct instructional interactions that may be important to improving verbal explanations in all settings. (Author/HOD)

ED 260 391 CS 208 811

Davis, Diana F.

International Perspectives on New Models for English Teaching: An Australian View.

Pub Date—18 Nov 84

Note—12p; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Theories, Elementary Secondary Education, *English Curriculum, *English Instruction, Teaching Methods, *Teaching Models

Identifiers—*Australia

Because of the inadequacy of the three models of English teaching in Australia (the skills, personal growth, and cultural heritage models) in carrying the impact of English instruction beyond its own confines, a new model—the person-process model—is necessary. The model focuses on the individual, but serves to locate individuals in their life context or world. The base spheres represent, in order of the importance with which they impinge on individuals in our society, the spatial/environmental contexts in which they must learn to operate. These overlap and relate to a number of people-oriented contexts in which individuals must interact and transact through listening and speaking, reading and writing. This framework attempts to provide the teacher with an overview of the facets of the individual's world and a perspective on those contexts to which a teacher might properly make a contribution. (EL)

ED 260 392 CS 208 823

Russell, Connie

Peer Conferencing and Writing Revision: A Study of the Relationship. Service Bulletin No. 48.

Wisconsin Council of Teachers of English.

Pub Date—Mar 85

Note—25p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Peer Evaluation, *Revision (Written Composition), Writing (Composition), *Writing Evaluation, Writing Improvement, Writing Instruction, Writing Processes, *Writing Research, *Writing Skills

Although many studies have been conducted on the subject of writing, little research on the composing process itself can be found. One early study of significance is Janet Emig's "The Composing Processes of Twelfth Graders," which compares school-sponsored writing with self-sponsored writing. Donald Graves, Lucy McCormick Calkins, and Donald Murray are leading researchers in the study of how young children compose. While these researchers advocate peer conferencing as a technique through which children learn to revise, questions remain about the relationship of peer conferencing and the revision of writing. A case study of four children with low, average, and high abilities in writing examines this relationship. Data were collected through observing the students while they composed, interviewing them formally and informally, transcribing the conferences between peers, and examining all writing drafts of these students for one semester. Results suggest that poor writers can effectively conference with their peers but are dependent on the questions of others in order to revise their writing, while average and good writers seem to be able to distance themselves from their writing,

serving as their own audience and revising on their own. (Author/DF)

ED 260 393 CS 208 904

Spielberger, Jeffrey, Ed. Slaughter, Virginia, Ed. Images and Words: Using Film to Teach Writing.

A Special Issue of Resource.

City Univ. of New York, N.Y. Office of Academic Affairs.

Pub Date—Jan 85

Note—93p; A publication of the Instructional Resource Center.

Journal Cit—Resource; spec iss Jan 1985

Pub Type—Collected Works - Serials (022) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Documentaries, *Film Criticism, Filmographies, *Films, *Film Study, Higher Education, *Integrated Activities, Literature Appreciation, Visual Literacy, *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—*Writing Assignments

Reflecting the theories and practices of effective teachers who use a cross-disciplinary approach to enhance writing instruction, this collection of essays is designed to make writing teachers aware of the various possibilities for using film in their classrooms. The ten essays focus on the following topics: (1) combining essay reading and writing with film study in basic composition courses; (2) using films for brainstorming sessions, free-writing exercises, and journal-based assignments; (3) developing a series of three documentary films on the subject of the writing process; (4) giving shape to prose through the use of nonfiction films; (5) using documentary films in the writing classroom; (6) using films in conjunction with literature and composition assignments to develop skills of analysis, interpretation, and argumentation; (7) enhancing students' writing skills through the use of televised drama; (8) using commercial motion pictures for both inclass and home writing assignments; (9) illuminating aspects of written language through the use of "film language"; and (10) teaching writing using an approach based on the analogy of film as composition. Three bibliographies include references for further reading, films listed thematically, and films available through the City University of New York Consortium. (HOD)

ED 260 394 CS 208 980

Bjork, Ulf Jonas

Excitement, Tinged with Jingoism: British Public Opinion and the Falklands in Four News Magazines.

Pub Date—Aug 85

Note—26p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Content Analysis, *Foreign Countries, International Relations, *Media Research, *News Reporting, *Periodicals, *Press Opinion, *Public Opinion, War Identifiers—Argentina, Austria, Canada, Falkland Islands, *Great Britain, Thatcher (Margaret), West Germany

A study examined how four news magazines in North America and Western Europe covered British public reaction to the 1982 Falklands War. The news magazines—similar in format—represented four nations with varying degrees of closeness to Great Britain: the United States ("Time"), Canada ("Maclean's"), West Germany ("Spiegel"), and Austria ("Profil"). "Time" has a conservative bias, while "Spiegel" is considered fairly radical in the opinion range of West German media. Both "Profil" and "Maclean's" try to take "independent" or "liberal" stands. The results indicated that the North American magazines used polls to determine public opinion, while the European magazines relied on press comments. While polls undoubtedly were more representative of the public as a whole (the majority supported the war), they were less effective in showing why the public had taken a particular stand. British public opinion contrasted sharply with the view of the four news magazines. Only "Profil" attempted to show what the "new British pride" was founded upon. The outburst of "jingoism" (a term used by all four magazines) in Britain in the spring of 1982 needed to be explained to Europeans and North Americans accustomed to viewing war as undesirable and unpopular. (HTH)

ED 260 395 CS 209 036

Lawson, Linda

Inter Press Service and the New York Times: A Content Analysis Study of Press Coverage of the U. S. Invasion Into Grenada.

Pub Date—Aug 85

Note—34p; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Content Analysis, Credibility, Developing Nations, *Media Research, *News Media, *News Reporting, *Press Opinion

Identifiers—Grenada, Inter Press Service, News Agencies, News Sources, New York Times, United States

A study was conducted to compare coverage of the United States invasion of Grenada provided by the Third World news agency Inter Press Service (IPS) during October and November 1984, with that provided by the "New York Times." The study instrument tested the direction, themes, sources quoted, and location of the stories. The theme categories were designed to determine whether developmental issues remained IPS's primary focus while covering a hard-news story and whether the "New York Times" went beyond the event to provide more process-oriented coverage. The study involved 99 stories from IPA and 100 stories from the "New York Times." Almost one-half of the stories investigated were neutral or balanced in their treatment of the Grenada situation. One-third of IPS's stories were critical of the U.S. action, and almost 30% of the "New York Times" stories were negative in tone. The findings discredited the criticism hurled between Western media proponents and Third World leaders on the quality of each others' news services. Inter Press Service did not show an anti-Western bias in its coverage; neither did the "New York Times" always support the U.S. position. The "Times" provided more interpretative, process-oriented stories than IPS, which focused more on the hard news elements of the situation. Both agencies used predominantly official sources; however, the "Times" quoted more "non-elites" than did the IPS. A five-page bibliography and seven tables are appended. (Author/HTH)

ED 260 396 CS 209 082

O'Brien, Frank

Computer Applications in Professional Writing: Systems that Analyze and Describe Natural Language.

Pub Date—Apr 84

Note—6p; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Correspondence, Computer Assisted Instruction, *Computer Managed Instruction, *Computer Oriented Programs, Educational Technology, Information Systems, *Technical Writing, *Word Processing

Identifiers—*Natural Language

Two varieties of user-friendly computer systems that deal with natural language are now available, providing either at-the-monitor stylistic and grammatical correction of keyed-in writing or a sorting, selecting, and generating of statistical data for any written or spoken document. The editor programs, such as "The Writer's Workbench" (Bell Laboratories) and EPISTLE (IBM Yorktown Heights Laboratory), can correct spelling, grammar, and syntax mistakes or awkwardness and so remove a major drudgery from teachers and writers who would rather deal with the problems of style and concept handling. The content analysis programs, such as the CLOC program developed by Alan Reed at the Birmingham University Centre and the OCP designed by Susan Hocky at the Oxford University Computer Centre, can describe large bodies of text, which helps the users discover where the weaknesses are in language behavior. With these programs, teachers can see repetitive behaviors and other language mannerisms that need correcting. (EL)

ED 260 397 CS 209 099

Harris, Thomas E.

Organizational Cultures and the Role of Professional Communication.

Pub Date—Apr 84

Note—15p; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984).

Pub Type—Opinion Papers (120)—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Communication, Classification, Communication (Thought Transfer), Communication Research, *Cultural Context, *Culture, *Organizational Communication, Speech Communication

Identifiers—*Organizational Culture

Understanding organizational cultures offers important and useful insights for the professional communicator. The fastest-growing area of interest in the study of modern organizations and their behavior is that of organizational cultures. There are at least two specific ways to categorize and discuss these cultures. The first is to divide them into three distinct types, which reflect the various management and organizational philosophies traditionally followed in American companies: authoritarian/bureaucratic, compromise/supportive, and performance/innovative. The second is to use the categories provided by A. Kennedy and T. Deal, who considered five specific elements—business environment, values, heroes, rites and rituals, and cultural work—to classify corporate cultures as follows: macho/tough guy, work hard/play hard, bet your company, and process. Finally, an organizational cultural index test can identify both the type of organization in which a person works and the type of organization in which a person would like to work. (Tables illustrating the test and a copy of the Organizational Culture Index Questionnaire are included.) (DF)

ED 260 398 CS 209 100

Frost, Fred A.

Intra-Company Communication: A Key Element in Marketing Strategy.

Pub Date—Apr 84

Note—15p; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Industry, *Marketing, *Organizational Change, *Organizational Communication, Organizational Development, *Organizational Effectiveness, Organizational Objectives, Organizational Theories, Technology

Identifiers—Australia (Western Australia)

Rapid technological development, rising standards of living, and greater pressures of consumerism and consumer expectations have caused shorter product life cycles. Future organizational success will depend on organizations' abilities to respond to the changing opportunities and threats in the marketplace. As companies and products move through their respective cycles, communication patterns change, with information flowing to and within organizations both formally and informally. A study of fifty-five companies in Western Australia was conducted to learn to what extent the sales force is used to provide strategic information. Results showed that only 5% of the companies encouraged written feedback. Ironically, people most committed to the organization's well-being were not encouraged to provide information that could prove vital to the organization's future well-being, thus providing a more solid base for future strategic thinking. One way to remedy the situation would be to place the marketing function in the industrial marketing organization to act as the collector. The expenditure of resources to develop such a system, however, must be measured against the advantages gained. (DF)

ED 260 399 CS 209 105

Elvecht, Ann

An Orientation Program for M.B.A. Foreign Students: Directions and Questions.

Pub Date—Apr 84

Note—9p; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration, *Course Content, English (Second Language), *Foreign Students, Graduate Students, *Grammar, Higher Education, *Limited English Speaking, Masters Programs, Second Language Learning, Teaching Methods, Writing Improvement, *Writing Instruction

Arguing that eliminating formal grammar instruction and concentrating instead on instruction in style and organization will improve the program, this paper describes Tulane University's language orientation program for foreign students in the M.B.A. program. Following an introduction, the paper describes the students in the class and the nature of the writing section of the course, and then analyzes the techniques used in teaching writing. This section includes writing samples that characterize the culture-based writing problems of the Latin and Oriental students in the course, and discusses test scores indicating that the students' writing improved during the five-week course but that their knowledge of grammar did not. The paper concludes that instructors should treat grammar problems as they arise within the framework of the group discussions, and that they should emphasize exercises which develop the students' organizational abilities as well as style. (HTH)

ED 260 400 CS 209 106

Waltman, John L.

Nonverbal Elements of International Business Communication.

Pub Date—Apr 84

Note—7p; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Body Language, *Business Communication, *Communication Skills, *Intercultural Communication, Nonverbal Ability, *Nonverbal Communication, Nonverbal Learning, Paralanguage, Personal Space

Because proficiency in nonverbal communication is as important in international business communication as it is in one's own culture, temporary residents need to learn how to improve communication. This paper explores several ways business communication specialists can help improve sojourners' nonverbal fluency for specific cultures. Temporary residents can become more skilled at handling nonverbal messages developing a knowledge of media and culture as well as the ability to show empathy for others, to tolerate ambiguity without frustration, to show respect, and to take turns. Specific instruction in paralanguage, proxemics, kinesics, the use of time, and dress is also helpful. (EL)

ED 260 401 CS 209 108

Curtis, Dan B. And Others

Enhancing Students' Employability Quotient.

Pub Date—Apr 84

Note—12p; In Professional Communication in the Modern World: Proceedings of the American Business Communication Association Southeast Convention (31st, Hammond, LA, April 5-7, 1984).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Communication, *Communication Skills, *Employment Qualifications, Graduate Study, Higher Education, *Organizational Communication, Speech Communication, *Speech Curriculum, Undergraduate Study

Identifiers—*Business Careers

The communication skills believed to be relevant to a successful career in the business world and the organizational communication program in the Department of Communication at Central Missouri State University (CMSU) are the two major focuses of this paper. The first part of the paper discusses the importance of identifying factors that might enhance employability, the importance of communication skills in the modern world, communication

skills thought to be important goals for managers, six factors critical to the employability of college graduates, ten types of communication skills important to job success, the instruction that should be included in speech communication courses, and unsolicited comments on the importance of communication skills from recent graduates with majors in communication. The second part of the paper contains general questions about the CMSU major in organizational communication management, a list of instructional skills objectives at the undergraduate and at the Master's level, and the purposes and general requirements for the internship program. (EL)

ED 260 402 CS 209 139

Garrison, Bruce. Munoz, Julio E.

An Update of Freedom of the Press and Information in Latin America and the Caribbean.

Pub Date—May 85

Note—31p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985). Text in microdot printing throughout.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Censorship, Democracy, Foreign Countries, *Freedom of Speech, *Government Role, *Journalism, *Newspapers, Press Opinion, Radio, *Social Change, Television
Identifiers—*Caribbean, Journalists, *Latin America

This paper is based on a review of the literature that included reports from the Inter-American Press Association's general assembly in Los Angeles in October 1984, the mid-year meeting of the Inter-American Press Association in Panama City in March 1985, and the 1983 world press freedom review of the International Press Institute. Other material is adapted from the Index on Censorship and the Committee to Protect Journalists Update No. 10 (January-February 1984). The paper examines the current status of freedom of the press and information in Latin America and the Caribbean. Among the nations discussed are Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica, Mexico, Netherlands Antilles, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Surinam, Uruguay, and Venezuela. The paper concludes by noting that the status of freedom of the press and of information is improving in the area, as is evident in (1) return of democracy in Argentina, (2) end of total censorship in Uruguay, and (3) maintenance of democracy in the three traditional democratic countries of Venezuela, Colombia, and Costa Rica. (HOD)

ED 260 403 CS 209 140

Hale, F. Dennis

Impact Analysis of the Law Concerning Freedom of Expression.

Pub Date—5 Aug 85

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Some pages may be marginally legible due to light print.

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Censorship, *Court Litigation, *Freedom of Speech, Journalism, News Media, Press Opinion, *Research Methodology, *Research Needs

Identifiers—*Libel, *Press Law

Although libel has remained the major legal problem of the press for 40 years, little empirical research has been conducted concerning its impact. Various methods for conducting this type of needed research include traditional legal research, surveys of practitioners, and surveys of persons outside the media who are directly affected by mass media, such as attorneys, judges, and elected officials. Problems with such surveys include self-interest and low response rate. A more direct method for analyzing the impact of media law is to measure the quantity and quality of specific legal activities in state and federal courts. An example of such a study is the Avery and Steven analysis of libel appeals in the states of Ohio, Michigan, Kentucky, and Tennessee during the ten years before the Gertz libel decision and the ten years after. In addition, there are various techniques

for evaluating the outcomes of media laws by using unobtrusive measures and documentary evidence. Public opinion is important in studying media law as an ongoing process. Having hard data about the impact of media law should be preferable to remaining unaware of its implications. (DF)

ED 260 404 CS 209 143

Wilkins, Lee

The Politics of Star Wars.

Pub Date—Aug 85

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Analysis, Film Criticism, *Films, *Imagery, Literary Devices, *Motifs, *Politics, *Symbols (Literary)
Identifiers—*Star Wars (Film)

George Lucas's Star Wars trilogy is used as the basis for the creation of a political subtext arising from one of America's most enduring literary myths—the American Adam. That subtext, when translated into a modern political context, pinpoints two central issues to face this democracy in the coming years, as well as a national ambivalence about their resolution. The adventures of Luke Skywalker, hero of Star Wars, are correlated to the development of the American Adam in stages of the Infant Adam, the American Adolescent, and the Political Adam. Additional illustrations for supporting this theory are figures such as Henry David Thoreau, Bob Dylan, and Herman Melville's Billy Budd and Captain Ahab. The questions Lucas leaves with the audience are ones its members will face when they leave the theatre. If power itself is viewed as evil, what then becomes of the role of the individual members of a democracy in whom the ultimate power is genuinely vested? If learning to assume power means, in some respect, to become an acknowledged part of a human community, what then remains of the role of independence and of individual purposefulness within the polity? These are questions to which Lucas gives no answers but which deserve attention. (DF)

ED 260 405 CS 209 144

Matthews, Mary L. Reuss, Carol

The Minimal Image of Women in "Time" and "Newsweek," 1940-1980.

Pub Date—5 Aug 85

Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985). Tables may be marginally legible because of small print.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, *Content Analysis, *Females, *News Reporting, *Periodicals, *Photographs, Photojournalism, Sex Bias, Sex Fairness, *Sex Stereotypes, Social Change
Identifiers—Newsweek Magazine, Time Magazine

The news photo content in randomly selected issues of "Time" and "Newsweek" for the years 1940, 1960, and 1980 was analyzed to document the degree of media change, if any, that occurred. A comparison was made of the number of male and female newsmakers, the roles these newsmakers portrayed, and the magazine departments in which they appeared. Results showed that women were infrequently pictured in the two newsmagazines in all roles except those of artist/entertainer and spouse and in all departments except Entertainment and People. The few females depicted as professionals often held stereotypical occupations. No significant change was found in the portrayal of females in the two newsmagazines over the 40 year period in spite of significant changes in society. (Author/HOD)

ED 260 406 CS 209 147

Herrmann, Andrea W.

Using the Computer as Writing Teacher: The Heart of the Great Debates.

Pub Date—Jul 83

Note—15p.; In Proceedings of the Annual Summer Conference "The Computer: Extension of the Human Mind II" (Eugene, OR, July 20-22, 1983).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction,

Computers, Elementary Secondary Education, Higher Education, *Word Processing, Writing (Composition), *Writing Instruction, Writing Processes, *Writing Research

A review of the literature on computers and writing reveals that a dichotomy exists. The great debate that has been taking place in the world of writing instruction mirrors the emerging debate concerning the implementation of computers in education. Applications and research fall into one of two categories: the computer as a teaching instrument of the basic skills or the computer used in holistic ways as a writing tool. There seems to be reason for optimism about the teaching of writing, the role of the computer in that process, and the fact that the current interest in writing and computerized instruction may serve to create a new emphasis and new strategies in the art. Word processing is probably the most common way the computer is used holistically as a writing tool. Various studies done on computer assisted programs include Burns and Culp's experiment with a college freshman English group and Colette Daiute's studies on the effects of word processing with computers on children's writing. The question of how the composing process is affected using the computer is a complex one. Work in the area of computers and writing needs to take into account the ongoing research on the writing process, so that the best educational implementations of this new writing tool may be discovered. (DF)

ED 260 407 CS 209 163

Freedman, Sarah Warshawer. And Others

The Role of Response in the Acquisition of Written Language. Final Report.

California Univ., Berkeley. Graduate School of Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Grant—NIE-G-083-0065

Note—647p.; Several pages may be marginally legible because of light print.

Pub Type—Reports—Research (143)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—Classroom Observation Techniques, *Ethnography, Grade 9, *School Surveys, Secondary Education, Student Attitudes, *Student Reaction, Teacher Attitudes, *Teacher Effectiveness, Teaching Methods, *Writing Instruction, Writing Processes, *Writing Research
Identifiers—National Writing Project

A two-part study intended to investigate what constitutes successful teacher response to student writing is described in this report. The described study consisted of a survey of response practices of 560 elementary and secondary school teachers who were among the most successful in their communities as judged by directors of the sites of the National Writing Projects, and an examination of the day-to-day response practices of two successful ninth grade writing teachers in the San Francisco area. The report is divided into chapters that discuss the following topics: (1) survey design and procedures for conducting the survey and the ethnography; (2) survey results for the successful teachers and for their students at the secondary level; (3) results from observations in the two ninth grade classrooms; (4) the values that underlie the response process; (5) an analysis of the structure of the response that involves the entire class; (6) an examination of the written response, focusing on two students in each class and how they make sense of the written responses they receive; and (7) the study's conclusions. The report includes a separate volume of appendices containing, among other things, the student survey of the National Writing Project, the survey of Excellence in Teaching of the National Writing Project, a list of state projects that participate in the National Writing Project, samples of student writing and teacher response, and the teaching philosophies of the two participating ninth grade teachers. (HOD)

ED 260 408 CS 209 172

Miller, Larry

Computers and the Language Arts.

Pub Date—Jun 84

Note—17p.; Paper presented at the Colloquium on Canadian Research in Reading and Language Arts in Canada (Lethbridge, Alberta, Canada, June 7-9, 1984).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction,

Computer Managed Instruction, Computers, *Computer Software, Elementary Secondary Education, *Language Arts, *Reading Instruction, Teaching Methods, *Writing Instruction

Current approaches in developing and applying computer assisted instruction in language arts are described in this paper, which presents diverse positions along a continuum of perspectives and draws contrasts between a reductionist or subskill approach and a whole language emphasis. The paper discusses three predominant computer applications in teaching composition: teaching writing through knowledge of grammar; leading students through the writing process, using computer-based tutorials; and combining the talents of teachers with word processing programs. The paper then explores the capability of the computer to teach reading—using both subskills and a whole language approach. Finally, issues important to the future use and development of this technology are discussed, and recommendations for new language arts software are presented. (DF)

ED 260 409 CS 209 174

Freese, Victor Phillips-Riggs, Linda
Dictation, Independent Writing, and Story Retelling in the Primary Grades (and) Research in Reading and Writing Should be Progressive: A Response to Freese.

Pub Date—Jun 84

Note—37p.; Papers presented at the Colloquium on Research in Reading and Language Arts in Canada (Lethbridge, Alberta, Canada, June 7-9, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, Communication Skills, *Dictation, Expressive Language, *Integrated Activities, *Language Arts, Language Processing, Language Skills, Research Needs, Research Problems, Speech Communication, *Story Telling, *Writing Research, *Writing Skills

In addressing selected aspects of the language arts from the context of an integrative language paradigm, this paper focuses on the results of three studies recently completed in Manitoba, which help to shed some light on three modes of expression—dictation, independent writing, and retelling—in the primary grades. The first part of the paper discusses the background and need for the studies—their purposes, methods and procedures, findings, and conclusions and implications. The second part of the paper is a response by Linda Phillips-Riggs, which outlines the main points of Freese's paper and discusses the weaknesses of his paper and of the three studies cited. Some research ideas are presented, followed by a conclusion. (EL)

ED 260 410 CS 209 181

Steinacker, Debbie, Ed. And Others
Writing: Don't Leave It in the English Classroom—Activities to Enhance Teaching in All Areas.

San Jose State Univ., Calif.

Pub Date—84

Note—21p.; A product of the South Bay Writing Project. Several pages may be marginally legible. Available from—South Bay Writing Project, English Department, San Jose State University, San Jose, CA 95192 (\$3.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Writing, Curriculum Development, Elementary Secondary Education, *Integrated Activities, Journalism, Learning Strategies, *Learning Theories, Letters (Correspondence), Narration, Poetry, Writing (Composition), *Writing Exercises, *Writing Instruction

Identifiers—Journal Writing
Noting that writing should be part of the instructional/learning strategies used in every classroom across the curriculum at all grade levels, this guide presents activities for using various kinds of writing in the content areas. The guide presents the activities according to the following writing types: (1) journal writing, (2) letter writing, (3) newspaper writing, (4) personal narrative writing, and (5) poetry writing. Each section of the guide includes suggestions for using a specific kind of writing in art, home economics, industrial arts, mathematics, physical education, science, and social studies. Samples of writing from different areas are included in the guide. (HTH)

ED 260 411 CS 209 184

Facts about Newspapers '85: A Statistical Summary of the Newspaper Business.

American Newspaper Publishers Association, Washington, D.C.

Pub Date—Apr 85

Note—29p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Advertising, Audience Analysis, Comparative Analysis, Costs, Journalism, *Media Research, *Newspapers, *Publishing Industry

Identifiers—American Newspaper Publishers Association, Canada, *Newspaper Subscriptions
A statistical summary of the newspaper industry for 1984 and previous years is presented in this brochure. Focusing primarily on the United States newspaper industry, the brochure also contains some information on Canadian newspapers. The brochure presents statistics in the following categories: (1) number of daily newspapers, (2) daily newspaper circulation, (3) daily newspapers by circulation groups, (4) single copy sales price, (5) daily newspaper advertising volume, (6) newspapers' share of advertising expenditures, (7) percentage of advertising to content, (8) newspaper consumption, (9) newspaper prices, (10) employment, (11) weekly newspaper totals and circulation, (12) the 20 largest U.S. newspapers, (13) the 20 largest newspaper companies, (14) Canadian daily newspapers, (15) Canadian daily newspaper advertising volume, (16) Canadian advertising, and (17) miscellaneous facts. The brochure concludes with information on the American Newspaper Publishers Association (ANPA). (HTH)

ED 260 412 CS 209 187

Melkote, Srinivas R. Babbili, Anantha S.

The Paradox of the Diffusion of Innovations Research: Creating More Communication Bottlenecks Than Breaking Them.

Pub Date—Aug 85

Note—33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Problems, *Communication Research, Cultural Awareness, Delivery Systems, *Developing Nations, *Diffusion (Communication), *Innovation, Research Methodology, *Research Problems, Speech Communication

Identifiers—*Diffusion of Innovations Research

The paradox of the diffusion of innovations research is that in its efforts to find ways and means of breaking the communication constraint in Third World countries, it has generated many bottlenecks that cumulatively constitute the major constraint: lack of an efficient system for delivering adequate and reliable information, knowledge, and skills of a quality that rural people can understand and use to increase their productivity. For example, obsession with effects of mass media on behavior alteration through increased exposure to media gives little consideration to the content of the messages to which the audience is exposed. Among the other bottlenecks generated by diffusion research are (1) inadequate consideration of media message content and differences in their use and perception by the audiences; (2) the assumption that adoption of non-traditional innovations is advantageous to all potential users; (3) the misalignment between what the communication theorists define and what the researcher actually measures; and (4) lack of knowledge about the shortcomings and deficiencies of the source or initiator of the innovation. It would seem that diffusion research has created more bottlenecks to the diffusion of information rather than identifying and breaking communication constraints. (HOD)

ED 260 413 CS 209 188

Connell, Donna Reid
Writing before Reading.

Pub Date—Apr 85

Note—31p.; Paper presented at the National Conference for the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Handwriting, Kindergarten, Primary Education, Reading Instruction, *Reading Read-

ness, *Reading Research, *Reading Writing Relationship, *Writing Instruction

An informal field study to design a system of beginning writing for the prefirst-grade child is presented in this paper, following a review of the literature. A series of questions are then raised regarding what letter form should be taught first, how letters should be grouped for instruction, and what verbal references should be used for beginners. The paper then lists two objectives leading toward the major goal of designing a program to teach children to write before they can read: teaching them to make the author's modified italic alphabet and teaching them to associate each alphabet letter with its major speech sound in English rather than its alphabet name. Next, the paper discusses the sequence for teaching letters and curves, and experiences in teaching alphabet writing. Finally, the paper describes a comparative study, which tested children taught with the author's write-to-read program in 1974-75, and concludes that teaching writing shows promise as an effective way to promote reading readiness in kindergarten. Graphics illustrating the text are included. (EL)

ED 260 414 CS 209 189

Tuttle, Richard B. Ed.

Modern Living, The 1983 Final Report of the

Modern Living Committee.

Associated Press Managing Editors.

Pub Date—Nov 83

Note—22p.; Report issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1983).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, *Journalism, News Media, *Newspapers, News Reporting, *News Writing, Publications

Identifiers—Editorial Policy, Editors

Intended for newspaper managing editors, this collection of articles includes the following topics and authors: religion coverage, by Robert Bentley; arts and entertainment reviews, by Larry Fuller; restaurant reviews, by Mary Ann Thompson; reaching kids to read newspapers, by Anita Sama; getting teen readers, by Jane Bennett; and lifestyle sections, by Mike Finney. (EL)

ED 260 415 CS 209 190

Media Competition.

Associated Press Managing Editors.

Pub Date—Nov 83

Note—18p.; Report issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1983).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cable Television, *Competition, *Futures (of Society), Journalism, Mass Media, *News Media, *Newspapers, Technological Advancement

Identifiers—*Editorial Policy, *Editors

Intended for newspaper managing editors, this collection of articles includes the following topics and authors: (1) the future of newspapers, by Deborah Howell; (2) newspapers' involvement in cable television endeavors, and (3) a newspaper's experiment in cable television, both by Ward Threatt; and (4) specialty magazines, by Susan Miller. Also included is a list of newspapers involved with character-generated text or video services. (EL)

ED 260 416 CS 209 191

Afternoon Delight. A Report of the APME P.M.

Newspaper Committee.

Associated Press Managing Editors.

Pub Date—Nov 83

Note—20p.; Compiled by the staff of the Reno Gazette-Journal and issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1983).

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Journalism, News Media, *Newspapers, Publications

Identifiers—*Afternoon Newspapers, *Editorial Policy, Editors

Intended for newspaper managing editors, this collection of articles discusses the following topics: (1) prescriptions to keep America's P.M. dailies healthy and thriving, (2) pagination, (3) cable operations and videotext, (4) basic ways to insure the future of P.M. newspapers, (5) hawking newspapers,

(6) staffing round-the-clock, (7) the growing numbers afternoon newspapers and how they do it, and (8) increased interest in reading pleasure. (EL)

ED 260 417 CS 209 192

Telecommunications and Technology.

Associated Press Managing Editors.

Pub Date—Nov 83

Note—59p.; Report of the Associated Press Managing Editors Telecommunications & Technology Committee and issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1-4, 1983).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cable Television, Costs, Higher Education, *Journalism, *Journalism Education, News Media, *Newspapers, Online Systems, *Production Techniques, Telecommunications, *Videotex

This report begins by noting that newspapers are now producing cable television programs, leasing cable channels, and selling cable advertising; thus the first half of the report consists of articles examining that trend. The articles explain why and how newspapers entered the world of cable, why one newspaper dropped cable, the success of one newspaper's experience in cable, the changing role of a journalist, how newspapers pay television reporters, how to estimate the cost of cable, and the telepresence experience. The second part of the booklet consists of articles that deal with other aspects of newspaper journalism, covering such topics as (1) graphics scanners, (2) pagination, (3) new portable terminals, (4) electronic library systems, (5) telecommunications, (6) newspaper databases, (7) radio news, (8) robotics, (9) the cost of features, and (10) journalism education in colleges. (HOD)

ED 260 418 CS 209 194

FOI Report. A Report by the Freedom of Information Committee.

Associated Press Managing Editors.

Pub Date—83

Note—17p.; Report issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, October 31-November 4, 1983).

Pub Type—Collected Works - Serials (022) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Court Litigation, *Freedom of Speech, *Government Role, Higher Education, Journalism, *Legal Problems, *Newspapers, *News Reporting, Political Issues, Press Opinion Identifiers—Freedom of Information, *Media Role

Prepared by members of the Freedom of Information (FOI) Committee of the Associated Press Managing Editors (APME), this collection of articles deals with a variety of issues concerning freedom of the press. Following a list of members of the committee, the major articles in the collection are: (1) "Massive Libel Suits Threaten Freedom of All Newspapers;" (2) "FOI Trends;" (3) "Detroit News' Pulitzer Winners Credit FOI Law and FOI Center;" (4) "FOI Delays Fail to Deter Determined Reporters;" (5) "Hotline Help Reporters Escape Legal Hot Water;" (6) "Center Answers Questions to Help Reporters Open Doors;" (7) "Journalists in 31 States Now Have Media Law Handbooks;" and (8) "Director, Press Law Center Help with Students' Special Problems." A list of winners of APME's annual Freedom of Information Contest is included. (EL)

ED 260 419 CS 209 195

Research—Where Do We Go from Here? Who Are We Aiming For?

Associated Press Managing Editors.

Pub Date—Nov 83

Note—23p.; Report prepared by the Associated Press Managing Editors Readership & Research Committee and issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1-4, 1983).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change, *Futures (of Society), Journalism, *Media Research, News Media, *Newspapers, Publications, Reading Habits, *Technology

Identifiers—*Editorial Policy, *Editors

Intended for newspaper managing editors, this collection includes the following topics and authors:

(1) discovering how to reshape newspapers for the video age (Tom Holbein and Deanne Termini); (2) trends that will cause newspapers to change the manner of news collecting and delivery (Tom B. Mauro); (3) solid tips on research (Jenny Fielder); (4) what editors need to know from readership research (Michael Burgoon and Judy K. Burgoon); (5) a cautious approach to redesigning the newspaper (Jane Amori); (6) the use of a journalism quarterly for editors (George E. French); and (7) a survey of the reading habits of managing editors. (EL)

ED 260 420 CS 209 196

Minorities.

Associated Press Managing Editors.

Pub Date—Nov 83

Note—15p.; Report prepared by the Associated Press Managing Editors Minority News Committee and issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1983).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Collected Works - General (020)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Blacks, *Cultural Awareness, Cultural Influences, Cultural Opportunities, Employment Opportunities, *Hispanic Americans, Journalism, *Mass Media Effects, *Minority Groups, *Newspapers, News Reporting, Spanish Speaking

Identifiers—Journalism History, Press Responsibility

Focusing on specific issues related to the media and minorities in the United States, this report presents essays on newspapers' impact on minority populations. The four articles discuss the following: (1) the occasional success of Black newspapers (Malcolm F. Mallett); (2) efforts by majority newspapers to cover Hispanic news (Reid Mac Cluggage); (3) a survey indicating five Hispanic culture-based perceptions of the Anglo press that majority newspapers need to overcome (Carl Batt and Christine Urban); and (4) a referral service-Job Net-to help minorities find newspaper job opportunities (Greg Lewis). (HTH)

ED 260 421 CS 209 197

Dye, Robert M., Ed.

Editors in the Electronic Age.

Associated Press Managing Editors.

Pub Date—Nov 83

Note—24p.; Report prepared by the Associated Press Managing Editors Writing and Editing Committee and issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1983).

Pub Type—Collected Works - General (020) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Electronics, Journalism, *News Media, *Newspapers, *News Reporting, *News Writing, Publications, Technical Writing, Technology

Intended for newspaper writers and editors, this collection of articles includes the following titles and authors: "VDTs, TV Haven't Shocked Editors" by Jay Rogers; "Opinions Vary on Electronics' Effect" by Bob Nurdyke; "A Few Kind Words for the Censors" by Hugh A. Mulligan; "Those Awards Have Their Limitations" by Larry Fortner; "Obituaries Are Written for the Living" by Bob Conley; "A Sample Guide to Obituary Writing" from the Milwaukee Sentinel Stylebook; "The Rewrite Bank Is Not Dead-Yet" by Thomas B. Debley; "Sports Columnists Offer Chuckles" by Fred Russell; "Word Called Useful, Not Panacea" by John H. Fisher; "The Word, a Drama in One Act" by James A. Crook; "More Editors Appealing to Young" by Tom Burton; "History Incomplete Without News" by Joe Goodman; "Editorial-Page Kitchen Bound to Over-Heat" by W. Lawrie Joslin; and "Tailored Paper to Answer Dreams" by Clark Hoyt and Truman Farris. (EL)

ED 260 422 CS 209 198

Libel and Invasion of Privacy Manual.

Associated Press Managing Editors.

Pub Date—83

Note—11p.; Report prepared by the Associated Press Managing Editors Writing and Editing Committee and issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1983).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Civil Liberties, Constitutional Law, Court Litigation, Editorials, Federal Legislation, Freedom of Speech, *Journalism, *Legal Responsibility, Newspapers, Opinions, *Privacy Identifiers—*Libel, Press Law, Press Responsibility, *Slander

Intended to provide practical suggestions for reporters and editors, this manual presents the basic law of libel and invasion of privacy in the United States. Following an introduction noting that these are general principles of law and do not fully represent the laws of each state, the guide discusses various aspects of libel law: (1) definitions of libel and slander; (2) identification of person(s) in defamatory prose; (3) truth as the best defense against libel suits; (4) "privileges" awarded to libel defendants, including reporting of official proceedings, court cases related to constitutional privilege, and other privileges; (5) the standard of "care" imposed by law on the media in defamation suits; (6) opinion/criticism; (7) miscellaneous liabilities; (8) retractions or corrections; and (9) invasion of privacy. (HTH)

ED 260 423 CS 209 199

10 Good J-Schools. 1983 Report.

Associated Press Managing Editors.

Pub Date—83

Note—30p.; Report prepared by the Associated Press Managing Editors Journalism Education Committee and issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1983).

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055) — Collected Works - General (020)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, College Students, *Educational Quality, Higher Education, Job Training, *Journalism Education, Media Research, *Program Content, *Program Descriptions, Surveys, *Teacher Effectiveness

Identifiers—*Journalism Schools

The result of a survey of editors, students, teachers, and others knowledgeable in the field, this report provides profiles of 10 quality journalism schools and 10 outstanding instructors. Following an introduction and a description of the nature of the survey, the first portion of the guide presents descriptions of the journalism programs by their respective deans for the following schools: (1) University of Missouri, (2) Northwestern University, (3) University of Kansas, (4) Indiana University, (5) Columbia University, (6) University of North Carolina, (7) University of Florida, (8) University of Texas at Austin, (9) Ohio University, and (10) Syracuse University. The second portion of the guide presents profiles of 10 influential instructors, four of whom are on the faculty of the above-mentioned schools. The final portion of the guide presents five short essays on various aspects of journalism education, including a prescription for making journalism schools tougher, the need for reporters to understand statistics and quantitative research, and recruiting journalism students in a tight job market. (HTH)

ED 260 424 CS 209 200

Ethics. 1983 APME Report.

Associated Press Managing Editors.

Pub Date—83

Note—35p.; Report prepared by the Associated Press Managing Editors Professional Standards Committee and issued at the Annual Convention of the Associated Press Managing Editors (Louisville, KY, November 1983).

Pub Type—Guides - Non-Classroom (055) — Collected Works - General (020)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Codes of Ethics, Crime, *Ethics, *Journalism, Legal Responsibility, *Media Research, *News Media, *News Reporting, Privacy, Social Responsibility

Identifiers—Editorial Policy, *Media Ethics, *Press Responsibility

Dealing with a variety of issues related to media ethics and press responsibility, this report presents 12 essays on editorial policy and reporters' responsibility. The essays discuss the following: (1) a reporter who posed as a jail officer to gain entry into a prison to interview an inmate, (2) a journalism professor's opinion as to the ethics of the above-mentioned tactic, (3) a newspaper editor's opinion as to the ethics of the above-mentioned tactic, (4) the right to know versus the right of privacy in reporting the names of violent crime victims, (5)

a survey indicating that editors are observing some considerations of privacy in reporting violent crimes, (6) a multiple choice test in which the reader may decide editorial policy on stories that may infringe on the subject's right of privacy, (7) the conflict of interest issue of a reporter elected to the local school board, (8) the ethics of journalists at an economic summit consuming free food and drink supplied by private companies and trade associations, (9) the right of editors to limit reporters' outside activities to avoid conflicts of interest, (10) a survey of the codes of ethics observed by campus newspapers, (11) a survey on the use of unnamed sources in news stories, and (12) reporters' responsibility in reporting or preventing a crime in progress. (HTH)

ED 260 425 CS 209 203
Hult, Christine

A Study of the Effects of Word Processing on the Correctness of Student Writing.

Pub Date—12 Feb 85

Note—13p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—College Students, *Computer Assisted Instruction, Computers, Higher Education, *Word Processing, Writing Instruction, *Writing Research, *Writing Skills.

A study was conducted to determine the effects of word processing on the correctness of student writing. Student papers produced on the word processor were compared with those produced without the word processor in two classes of freshman English—an experimental and a control. The teacher attempted to keep the teaching methods and curriculum in both experimental and control sections as nearly the same as possible, with the exception that students in the experimental class used the word processor in the production of their writing assignments, including proofreading and stylistic programs available at the computer center as needed. The results indicated that the experimental and control groups were very nearly alike in all of the correctness features analyzed except spelling, which could be accounted for by the experimental group's access to a spelling checker. These results suggest that the errors students make in hand-written papers are the same errors they make in computer-produced papers. (EL)

ED 260 426 CS 209 211
Meltzer, Lynn J. And Others

A Developmental Study of the Components of Written Language in Children with and without Learning Difficulties.

Pub Date—Apr 85

Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Cognitive Processes, Comparative Analysis, Elementary Secondary Education, *Language Processing, Language Skills, *Learning Disabilities, Psychomotor Skills, Spatial Ability, *Writing Difficulties, Writing Evaluation, *Writing Research, Writing Skills, *Written Language

A study was conducted to examine the associations among the processes, skills, and content of the writing of children aged 9 through 14 years. A further objective was to explore the impact of developmental changes by comparing the performance of children at the 9-10, 11-12, and 13-14 year age-levels. Subjects were 340 average students and 268 students with learning difficulties. Three writing tasks were designed to evaluate written output under increasingly demanding requirements for processing, memory, and organization: timed alphabet production, timed sentence memory items, and timed paragraph writing task. Each child's performance was rated for speed, motor fluency, quality of symbol production, and spatial organization. The results revealed significant differences between normal achievers and the learning difficulty group on virtually all writing measures. In particular, the children with learning difficulties showed significantly more problems on each of the nine processing measures of writing efficiency, including motor fluency, symbol production, and spatial orientation. They

also wrote shorter paragraphs, used grammatically simpler sentences, and displayed a higher prevalence of semantic and syntactic confusions. The results suggest that children with learning difficulties struggle not only with the complex language and cognitive components of written output, but also with the basic prerequisites for writing efficiency that have already been acquired by their peer group. (HTH)

ED 260 427 CS 209 212
Cole, John Y., Ed.

Books in Action: The Armed Services Editions.

Library of Congress, Washington, D.C.

Report No.—ISBN-0-8444-0466-7

Pub Date—84

Note—83p; Partial funding for this publication provided by the Office of the Adjutant General, Department of the Army.

Pub Type—Books (010)—Historical Materials (060)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Armed Forces, *Government Publications, Literary History, Literature Appreciation, *Paperback Books, *Reading Materials, Reading Material Selection

Identifiers—*Armed Services Editions, World War II

In an effort to reach a wide audience, the Center for the Book in the Library of Congress presents this book in honor of the 40th anniversary celebration of the Armed Services Editions (ASE), the paperback books distributed during World War II. The titles of the essays and their authors are as follows: "The Armed Services Editions: An Introduction" by John Y. Cole, "The Armed Services Editions in Publishing History" by Michael Hackenberg, "Recollections of an ASE Collector" by Matthew J. Bruccoli, and "An ASE Bibliography" by Michael Hackenberg. Appended is a list of the ASE books. (EL)

ED 260 428 CS 209 213
L'Engle, Madeleine

Dare to be Creative! A Lecture Presented at the Library of Congress (Washington, DC, November 16, 1983).

Library of Congress, Washington, D.C.

Report No.—ISBN-0-8444-0456-X

Pub Date—84

Note—30p; Publication sponsored by the Center for the Book and the Children's Literature Center of the Library of Congress.

Pub Type—Books (010)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Authors, Books, Censorship, *Children's Literature, *Creative Writing, *Fiction, Literature Appreciation, Novels, Publications

Identifiers—*L. Engle (Madeleine)

This publication forms part of a program aimed at stimulating public interest in books, reading, and the written word and contains a lecture which was originally presented at the Library of Congress as a major contribution to the annual celebration of National Children's Book Week. After an introduction by Sybille Jagusch, the lecture begins with the question, "Do I dare disturb the universe?" from the poem, "The Love Song of J. Alfred Prufrock" by T. S. Eliot. Using the term "disturber of the universe" as the basic theme, the lecture goes on to discuss censorship, the reading of children's books, writing fiction, love, and friendship. (EL)

ED 260 429 CS 209 215
Laurence, Dan H.

A Portrait of the Author as a Bibliography. The Center for the Book Viewpoint Series No. 9.

Library of Congress, Washington, D.C.

Report No.—ISBN-0-8444-0426-8

Pub Date—83

Note—21p; Lecture presented at the Library of Congress (Washington, DC, November 3, 1982).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Bibliographies, *Books, Information Dissemination, *Literary History, Literature Appreciation, Publications

Identifiers—*Book Collecting

A lecture given at the Library of Congress by the literary and dramatic advisor to the estate of Bernard Shaw and author of a two-volume bibliography of Shaw is presented in this pamphlet. The lecture discusses kinds of author bibliographies, the de-

mands of early book collectors, first edition mania, the Soho bibliographies, R.L. Purdy's bibliography of Thomas Hardy, the Bernard Shaw bibliography, and other contemporary bibliographies such as Warren Roberts's bibliography of D. H. Lawrence, Alan Denson's bibliography of George Russell, and the James Joyce bibliography by John J. Sloum and Herbert Cahoon. The lecture examines characteristics common to the work of modern bibliographers and their most significant contributions as well as qualities of the new breed of book collectors. (EL)

ED 260 430 CS 209 218
Tuchman, Barbara W.

The Book. The Center for the Book Viewpoint Series No. 1.

Library of Congress, Washington, D.C.

Report No.—ISBN-0-8444-0322-9

Pub Date—80

Note—28p; Lecture sponsored by the Center for the Book in the Library of Congress and the Authors League of America (Washington, DC, October 17, 1979).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Books, History, Humanities, Information Dissemination, *Literary History, *Literature, Novels, Popular Culture, *Publications, *Publishing Industry, World Literature

The first publication in the Viewpoint Series of the Center for the Book, this booklet contains the first lecture commemorating Louise Silcox. The booklet includes a preface by John Y. Cole, Executive Director of the Center for the Book, and an introduction by John Hersey, President of the Authors League of America. The lecture presented in the booklet, given by Barbara Tuchman, focuses on the history of the book from its beginnings on clay tablets and papyrus written by scribes and priests; follows its development up to the present time; mentions some of the greatest books written in the Western world, as well as some of its greatest authors; and discusses early libraries, the pleasure gained from reading books, popular books and authors from different historical periods, the changing public taste, books with great political influence, paperback books, and the advent of television. (EL)

ED 260 431 CS 209 219
Cole, John Y., Ed.

Responsibilities of the American Book Community.

Library of Congress, Washington, D.C.

Report No.—ISBN-0-8444-0328-8

Pub Date—81

Note—88p.

Pub Type—Books (010)—Opinion Papers (120)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Books, *Business Responsibility, Communication (Thought Transfer), *Marketing, *Publications, Public Relations, *Publishing Industry

Identifiers—*Book Sales, *Booksellers

The responsibilities of publishers and booksellers are discussed in this book, which is divided into three parts. Part I sketches the remarks of the principal speakers at the invitational colloquium on the "Private and Public Responsibilities of the American Publisher" held on April 4 and 5, 1979, and includes the papers of two of these speakers: "On Having Responsibilities and Being Responsible" by Erwin A. Glikas and "The Private and Public Responsibilities of the American Publisher" by Lewis A. Coser. Part II contains a report, by Hugh Seidman, of the January 30, 1980, symposium sponsored by the American Center of PEN (Poets, Playwrights, Editors, Essayists, and Novelists) International and the Arthur Garfield Hayes Center for Civil Liberties of New York University, as well as selected statements made at the March 13, 1980, hearings before the Senate Subcommittee on Antitrust, Monopoly, and Business Rights of the Committee on the Judiciary. Part III summarizes the April 25, 1980, seminar on "The Co-Responsibilities of American Publishers and Booksellers" and includes the four papers commissioned for the seminar: "Publishers and Booksellers: The Perennial Odd Couple" by John Tebbel, "American Publishers and Booksellers: A Personal Perspective" by Carl A. Kroch, "The Responsibilities of Publishers to Booksellers" by George A. Brockway, and "Inflation: A Dilemma for All Book Industry Participants" by E. Wayne Nordberg. (EL)

ED 260 432 CS 209 220

Herlong, Ann

Journalism Ethics in Secondary Education: Principles and Guidelines for Decision Making within a Systematic Framework of Moral Alternatives.
Pub Date—Aug 85

Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Decision Making, Decision Making Skills, *Ethical Instruction, *Ethics, High Schools, Journalism, *Journalism Education, *Moral Values, Teaching Methods

In response to rising public criticism of the media and demand for accountability, leaders among professional journalists are calling for a renewed emphasis on codes of ethics and deliberate attention to moral action. In examining the importance and relevance of ethics to high school journalism, three principles for the teaching of ethics emerge: (1) a philosophical distinction between the legal rights and moral implications is essential; (2) case studies and concrete examples need to be used as tools for classroom discussion; and (3) the process of decision making and analytical thinking should be the central focus of the unit. Three examples of ideal teaching units are a unit prepared by Dennis Cripe that emphasizes ethical concepts separate from legal rights, a unit on moral decision making, and a unit used at a high school summer journalism institute at the University of South Carolina College of Journalism, in which case studies are presented and students are forced to consider the moral implications apart from the legal considerations. (A model for ethical decision making is included.) (DF)

ED 260 433 CS 209 221

Thinking through Language. Teacher Guide.
National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-5015-2

Pub Date—85

Note—67p.; For Books One and Two, see CS 209 222-223.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 50152, \$3.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Abstract Reasoning, Association (Psychology), *Cognitive Development, *Cognitive Processes, Conflict Resolution, Convergent Thinking, Creative Thinking, Critical Thinking, Decision Making, Educational Theories, High Schools, Intellectual Development, Intuition, Junior High Schools, Language Arts, *Language Processing, Logical Thinking, Perception, Perceptual Development, Problem Solving, Secondary Education, *Teaching Methods

One of three related documents produced in response to a need for direct instruction in thinking skills at the secondary level, this teaching guide for Book One and Book Two of "Thinking Through Language" is intended for junior or senior high school English teachers. The guide contains an introduction and summaries of Book One and Book Two, followed by the two main sections, each corresponding to one of the books. Both sections begin with an outline or instructional overview, which lists the cognitive fields, objectives, and typical activities involved for each unit. The first section contains instructional information about the four units in Book One: experiencing the arts, exploring possibilities, investigating the issues, and probing the future. The second section contains instructional information about the four units in Book Two: perception, relationships and connections, problem solving, and the creative imagination. Teacher resources and bibliographies are included. (EL)

ED 260 434 CS 209 222

Thinking through Language. Book One.
National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-2536-0

Pub Date—85

Note—121p.; For the Teacher Guide and Book Two, see CS 209 221 and CS 209 223.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 25360, \$3.95 member, \$4.95 non-member).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Abstract Reasoning, *Cognitive Development, Cognitive Processes, Conflict Resolution, Convergent Thinking, Creative Thinking, *Critical Thinking, Decision Making, Elementary Education, *Experiential Learning, Fine Arts, Intellectual Development, Intuition, Junior High Schools, *Language Processing, *Learning Activities, Logical Thinking, Middle Schools, Perception, Perceptual Development, Problem Solving, Teaching Methods

One of three related documents produced in response to a need for direct instruction in thinking skills, this program for middle school or junior high school students bases its approach on involvement of students in direct experiences. The book contains four units. Focusing on perception, Unit 1: "Experiencing the Arts" begins with ways sensory impressions trigger thought, describes a class art festival, and discusses the writing of personal reflections on thinking like an artist. Unit 2: "Exploring Possibilities" engages students in speculative and imaginative thinking about technology and its future applications, and includes such activities as brainstorming, making an invention, and preparing for an inventors' fair. Unit 3: "Investigating the Issues" engages students in a study of their own school, and involves them in asking questions; collecting, analyzing, and synthesizing information; and interpreting and evaluating findings. Unit 4: "Probing the Future" challenges students to project, predict, forecast, plan, and imagine what life might be like in the future. (EL)

ED 260 435 CS 209 223

Thinking through Language. Book Two.
National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-4315-6

Pub Date—85

Note—114p.; For the Teacher Guide and Book One, see CS 209 221-222.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 43156, \$3.95 member, \$4.95 non-member).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Abstract Reasoning, Cognitive Development, Cognitive Processes, Conflict Resolution, Convergent Thinking, Creative Thinking, *Critical Thinking, Decision Making, *Experiential Learning, High Schools, Intellectual Development, *Intuition, *Language Processing, *Learning Activities, Logical Thinking, *Perception, Perceptual Development, Problem Solving, Teaching Methods

One of three related documents produced in response to a need for direct instruction in thinking skills at the secondary level, this program for high school students bases its approach on involvement of students in direct experiences. Designed to build on the thinking skills that the student already possesses and, ideally, on the experience gained in Book One, it provides training in analytical skills as well as systematic development of intuitive skills. In the first unit, students explore perception and the way the mind works, focuses, and organizes perception, and they begin to reflect on their own thought processes. In the second unit, three kinds of relationships and connections are explored: comparisons (especially metaphor and analogy), whole/part relationships, and the creation of new relationships. The third unit directs students in learning to distinguish between scientific problems and interpersonal problems and to improve their problem-solving skills with both types of problems. The fourth unit directs students to explore the creative aspects of the thinking process by reading about the experience of creation from creative thinkers and to stimulate their own creative powers by using activities based on research. (EL)

ED 260 436 CS 209 225

Book Collecting: Personal Rewards and Public Benefits. A Lecture Delivered at the Library of Congress (Washington, DC, December 7, 1963).
The Center for the Book Viewpoint Series No. 11.

Library of Congress, Washington, D.C.

Report No.—ISBN-0-8444-0470-5

Pub Date—84

Note—24p.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Books, *Interests, *Literary History, Publications, Recreational Activities

Identifiers—*Book Collecting, Book Preservation
Containing a lecture given at the Library of Congress by a book collector specializing in the works of the eighteenth century printer John Baskerville, this pamphlet describes the personal rewards and public benefits of book collecting. The lecture first discusses the "true collector," collecting books printed by John Baskerville, and collecting American book auction catalogs. It then examines three factors involved in the growth of book collections: extension, opportunity, and rationalization. In addition, the lecture describes the role of the collector in preserving books, in the development of significant book collections, and in the scholarly use of materials. (EL)

ED 260 437 CS 209 226

Sperling, Melanie

A Look at Response and the Teaching of Writing.

Pub Date—Nov 84

Note—46p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Feedback, Grading, Student Evaluation, Teacher Education, *Teacher Response, *Writing (Composition), *Writing Evaluation, Writing Improvement, *Writing Instruction, Writing Processes, *Writing Research, Writing Skills

Intended for teachers, this paper considers response to student writing, looking at the different angles from which it is commonly perceived and acknowledging the complications that evaluation and the demands of curriculum add to that response. Three major areas are examined. There is an historical look at response, so that some of the roots of traditional approaches and assumptions can be seen. The highlights of the past decade are cited, including the angles from which traditional approaches have been attacked and through which current research is evolving. Finally, current ideas from research and teaching are discussed in order to assess what the state of the art is now and what needs to be considered for teaching and learning writing in the future. (DF)

ED 260 438 CS 209 228

Duke, Charles R.

An Introduction to "Re-search" Writing.

Pub Date—Apr 85

Note—14p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Seattle, WA, April 25-27, 1985).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Comparative Analysis, Research Methodology, *Research Papers (Students), Secondary Education, Student Research, *Teaching Methods, United States History, *Writing Exercises, *Writing Instruction

To change the perceptions that research writing is somehow different from other writing, teachers need to place more emphasis on the "search" in student research papers. An intermediate assignment can help bridge the gap between the totally personal search and the more formal and traditional research paper approach. The assignment asks students to look at events, people, places, and things that existed at the time the students were born and at similar events, people, places, and things that exist now. Their assignment is to identify clues in the materials they examine that suggest possible contrasts or comparisons between the two time periods and to build a case for the significance of these contrasts and comparisons. Students skim an issue of one magazine from each of the two periods, then read them more thoroughly, completing a worksheet on the contents. Advertisements provide a good starting point for comparison and contrast. Once students find connections, they pull them out and look at them in isolation, trying to determine their significance and organizing them so that they lead to some kind of conclusion. Having arrived at the conclusion and having discovered how the gathered material supports the conclusion, the student

organizes and completes successive drafts of an essay. (The assignment, a sample worksheet, and examples of comparisons are included.) (HTH)

ED 260 439 CS 209 229

Hunt, Barbara Carey.

A Leprechaun in King Arthur's Court: Topic, Theme and Mode in the Writing of First Graders Using Invented Spelling.

Pub Date—Apr 85

Note—62p.; Paper presented at the Annual Meeting of the Massachusetts Reading Association (16th, Sturbridge, MA, April 11-12, 1985).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Case Studies, Child Development, *Developmental Stages, Grade 1, Influences, *Language Acquisition, Language Usage, Primary Education, Reading Writing Relationship, Sex Differences, Teaching Methods, *Writing Processes, *Writing Research, *Writing Skills Identifiers—*Invented Spelling, *Writing Topics

The writing of five consecutive classes of first grade students was analyzed to investigate the selection of topic, theme, and mode in six-year-old children learning to read and write through the use of an invented spelling approach in an open classroom. The writing studied was in the form of 993 "books" (several sheets of paper stapled together, with covers of construction paper) written by 51 children. Case studies of four students, and observations and interviews in the classroom also provided data. The findings showed that children wrote often about holidays, animals, themselves, and school activities. Influences from television and movies were noted in many of their books. Boys wrote often about sports, war, fighting, and catastrophes, while girls wrote more frequently about themselves, their feelings, their families, and friendships. An early progression toward narrative writing was found for both sexes, with a general tendency for children to write more narratives as the first grade year progressed. A general conclusion was that development in early writing involved moving away from the egocentrism of young children. (Samples of student narratives are appended.) (HOD)

ED 260 440 CS 209 230

Shedley, William E., Ed. And Others

What Is Good Writing? Proceedings of a Conference at the University of Connecticut (Storrs, Connecticut, December 6, 1980).

Connecticut Univ., Storrs. Dept. of English.

Pub Date—85

Note—49p.; Prepared through Connecticut Writing Project.

Available from—Connecticut Writing Project, Department of English (U-25), University of Connecticut, Storrs, CT 06268 (\$2.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Freshmen, *Content Area Writing, Higher Education, *Writing (Composition), *Writing Evaluation, *Writing Instruction, Writing Processes, *Writing Skills

The focus of the conference proceedings in this booklet was evaluation of student writing at various levels and in various fields. The booklet contains a schedule of activities; a description of the morning session, which included a panel discussion on evaluating writing in college freshman composition courses; examples of students' papers, with evaluators' ratings; the full text of the luncheon address, "A Short Long View of Freshman Composition" by Sylvan Barnet; and outlines of the four afternoon workshops: "Writing for Science" by Anthony Philpotts and Raymond Joesten, "Writing for Business" by Jean Smith, Robin Ray, and Madelyn Vozzola, "Writing for History" by R. Kent Newmyer, and "Writing for the Social Sciences" by Jack Thaw. (EL)

ED 260 441 CS 209 231

MacFarlane, Andrew, Ed.

Byline Canada: The 1984 National Newspaper Awards.

Report No.—ISBN-0-458-97670-9

Pub Date—84

Note—215p.; For the 1982 Awards edition, see ED 252 844.

Available from—Methuen Publications, 2330 Midland Ave., Agincourt, Ontario, Canada M1S 1P7 (\$12.95).

Pub Type—Books (010) - Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Awards, *Journalism, *Newspapers, Professional Recognition Identifiers—*Canada

Representing some of the best of current Canadian newspaper journalism, the winning entries from the National Newspaper awards for 1983 are presented in this collection. Material in this book about each of the journalists includes a brief biography, the prize winning piece of writing, and an interview between the editor and the journalist. The book also contains work of winners in the areas of photography and editorial cartooning, and a list of national newspaper award winners since 1949. The winning journalists and their fields are the following: John R. Walker, enterprise reporting; Robert Martin, sports writing; Veronica Milne, feature photography; Allan Fotheringham, columns; Terry Moore, editorial writing; Dale Cummings, cartooning; Ian Urquhart, spot news reporting; Chris Mikula, spot news photography; John Bentley Mays, critical writing; and Bill McGuire, feature writing. (EL)

ED 260 442 CS 209 232

Davis, G. Michael

A Plan for English Curriculum Development for the Renaissance Eighties.

Pub Date—16 Nov 84

Note—30p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Curriculum Design, *Curriculum Development, *Curriculum Enrichment, Curriculum Evaluation, *Curriculum Research, *English Curriculum, English Instruction, *Models, Secondary Education, Staff Development

A curriculum development model advanced by Allan A. Glatthorn in "A Guide for Developing an English Curriculum for the Eighties" was field tested in a public high school setting. The model consists of five parts: staff development, curriculum mapping, development of a scope and sequence chart, evaluation and modification of the taught curriculum, and development of the curriculum document. The model was adapted to include (1) consultation with administrators, teachers, and a committee of experts; (2) teacher-generated curriculum; and (3) production of a flexible curriculum document in the form of a loose leaf curriculum notebook. The curriculum notebook contained only the mastery curriculum—that part of the curriculum that was to be mastered by all students. Results of field testing indicated that the model was a practicable and desirable method for bringing curriculum scholarship into the classroom, accommodating state and local constraints, encouraging teacher input, and providing for instructional accountability, while honoring teacher autonomy. It proved to be a comprehensive or "Renaissance" curriculum development plan in that it was idealistic, realistic, sensible, and appreciative of the talents of individuals. (Author/HOD)

ED 260 443 CS 209 233

Willis, Meredith Sue

Personal Fiction Writing: A Guide to Writing from Real Life for Teachers, Students, & Writers.

Report No.—ISBN-0-915924-13-7

Pub Date—84

Note—192p.; Funding provided by The New York State Council on the Arts and the National Endowment for the Arts.

Available from—Teachers & Writers Collaborative, 5 Union Square West, New York, NY 10003 (\$8.95 paper); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 35137-012, \$9.95 member, \$10.95 nonmember).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adults, Characterization, *Creative Writing, *Descriptive Writing, Dialogs (Literary), Elementary Secondary Education, *Fiction, Literary Devices, Literary Styles, Monologs, Revision (Written Composition), *Teaching Methods, *Writing Exercises, *Writing Improvement

Intended for teachers, students, and writers, this guide provides exercises for improving writing techniques and using literary devices. Following an introduction, the six chapters deal with the following techniques: (1) describing place, including observa-

tion and exaggeration; (2) describing people, including "inside/outside" portraits and caricature; (3) describing action, including using action to show deeper levels of meaning; (4) writing dialog, including using dialog to reveal and to contrast characters; (5) writing monolog, including fiction diaries and monolog for character development; and (6) creating structure, including plot and conflict. Chapters one through five contain adult and student examples of their respective techniques. Notes on revision and a list of the writing ideas by grade level are appended. (HTH)

ED 260 444 CS 209 234

Murdock, Phil, Comp.

Technical Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January 1975 through December 1983 (Vols. 37 through 44).

Pub Date—[84]

Note—23p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Cognitive Style, Communication Research, Course Content, *Doctoral Dissertations, *Education Work Relationship, Higher Education, Nontraditional Students, Revision (Written Composition), Rhetoric, *Technical Writing, Two Year Colleges, *Writing Instruction, Writing Processes, *Writing Research

Identifiers—*Writing Programs

Compiled from responses to a survey of 36 universities offering doctorates in rhetoric, composition, language, or technical communication, and updated using research and dissertation indexes and bibliographies, this bibliography summarizes doctoral research in technical communication since 1975. The 35 titles deal with a variety of topics, including the following: (1) the composing processes of six male college freshmen enrolled in technical programs; (2) integrating the academic world of technical communications with the commercial world; (3) the literature and basic issues in technical writing curricula and teaching methods; (4) writing skills in community college vocational-technical programs; (5) the design and evaluation of a course in technical-occupational writing for two-year college students; (6) exploration of cognitive styles among skilled and unskilled writers in a technical writing class; (7) the rhetorical contexts for writing in two college chemical engineering courses; (8) cognitive-field implications for the teaching of technical writing to nontraditional students; (9) designing a master of arts program in professional writing for employed adults; (10) the effects of cooperative peer review on college students enrolled in required advanced technical writing courses; (11) factors affecting the usefulness of flowcharts and other formats for computer programs; (12) professional and experienced writers revising and editing at the computer and with pen and paper; (13) written communication at the managerial and professional/technical levels; (14) teaching technical writing students to revise and proofread; and (15) revision practices of professional writers. (HTH)

ED 260 445 CS 209 235

Lowderbaugh, Thomas E.

Making Sense: Writing from Objects. A Smithsonian Approach.

Smithsonian Institution, Washington, DC. Office of Elementary and Secondary Education.

Pub Date—84

Note—9p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Descriptive Writing, Elementary Secondary Education, *Writing (Composition), *Writing Improvement, *Writing Instruction, *Writing Processes, Writing Skills

Based on courses showing teachers how to use many kinds of objects to teach writing and stimulated by ideas from teachers across the country, this booklet contains suggestions for helping students improve their writing. The booklet discusses writing about objects as a process involving the following steps: making observations and gathering data, trying out hypotheses (making guesses) and exploring relationships among ideas, checking to see if the evidence supports the conclusions and if the logical relationships among ideas are clear, asking others to read a draft to check its clarity for readers, incorporating others' suggestions or one's own new ideas into other drafts, and correcting a finished draft.

(EL)

ED 260 446 CS 209 237
Wolcott, Willa

The Effect of Developmental English Students' Perceptions about the Importance of Writing on Their Performance in Composition Classes.

Pub Date—18 Apr 85

Note—18p; Paper presented at the Annual Meeting of the Southeastern Writing Center Association (5th, Atlanta, GA, April 18-20, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Developmental Studies Programs, Higher Education, *Performance Factors, Remedial Instruction, *Student Attitudes, Writing Apprehension, Writing Evaluation, Writing Improvement, *Writing Instruction, Writing Laboratories, *Writing Research
Identifiers—*Writing Attitudes

A study was conducted to determine whether a relationship existed between developmental English students' perceptions of the usefulness of writing in their lives and their performance in composition classrooms. Students enrolled in the developmental English course and the companion writing center course completed a writing attitude questionnaire. At the end of the term, students' attitude scores were examined in light of the progress they had made in both courses. This progress was measured by a pretest and posttest of editing skills, and an in-class expository essay. The 65 students were subsequently grouped into the following categories according to their test results: (1) 30 students improved on both the editing and the essay tests; (2) 17 students improved on the editing tests but declined in their essay scores; (3) 14 students improved on the editing test but showed no change in essay scores; (4) two students declined on the editing but improved on the essay; and (5) the two remaining students showed no improvement on either test. The results indicated that students' perceptions of the usefulness of writing have little bearing on their writing performance. The writing attitudes of the group that improved on both measurements did not significantly differ from the attitudes of those students who showed either no change or a decline in their writing. (HTH)

ED 260 447 CS 209 239
Rorschach, Elizabeth G.

The Effects of Reader Awareness on ESL Writers.

Pub Date—Mar 85

Note—13p; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Case Studies, Cultural Influences, *English (Second Language), *Essays, Protocol Analysis, *Reader Response, Second Language Learning, Teaching Methods, Two Year Colleges, Writing Instruction, *Writing Processes, *Writing Research

Identifiers—*Audience Awareness

On the basis that English as a Second Language (ESL) writers encounter cross-cultural interference when dealing with the five-paragraph essay, a study was conducted to examine the writing of three ESL writers in a basic writing class. The case study of one of the subjects, a woman from Hong Kong, focused on her comments relating to the structure of one of her essays, as well as her readers' responses to that essay. The writer's responses indicated that she had a clear idea of the five-paragraph essay, and that knowledge influenced her decisions as she wrote. The readers' comments, however, indicated that while the student's essay satisfied the criteria for the five-paragraph essay, it did not meet the readers' needs in terms of discussing ideas in depth. (HTH)

ED 260 448 CS 209 240
Madden, Thomas R.

Finding the Beef: A Journalistic Summary Method for the Basic Writer.

Pub Date—Apr 85

Note—10p; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Seattle, WA, April 25-27, 1985).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, English Instruction, Higher Education, Journalism, News Reporting, Secondary Education, *Skill Development, *Teaching Methods, Writing Exercises, Writing Improvement, *Writing Instruction, Writing Processes, *Writing Skills

Identifiers—*Basic Writing

Intended to give basic students simultaneous practice in reading and writing with an emphasis on accuracy, conciseness, and precision, the "finding the beef" method centers itself on summaries of news events. The first step of the method is to supply students with the appropriate data blocks based on news events, preferably those relating to public meetings and reports of public bodies, and those relating to one-time occurrences, such as accidents or fires. Students assume the role of reporters and attempt to write a summary of the information presented. They determine the most important information, then express their judgments about key information in the form of brief or telegraphic sentences. One of these kernel sentences becomes the capstone of a subsequent 30-word summary paragraph. If time permits, data blocks may be used to generate two- and three-paragraph summaries. When students are ready to move on to more inferential reading and writing, they can read and summarize newspaper editorials. Finally, students can generate their own data blocks from personal experiences, and use the "find the beef" method to write descriptive essays. (Sample data blocks, kernel sentences, and summaries are included.) (HTH)

ED 260 449 CS 209 242
Graded Course of Study in Language Arts K-12.

Euclid City Schools, Ohio.

Pub Date—Feb 82

Note—225p.

Available from—Director of Instruction, Euclid Public Schools, 651 East 222 St., Euclid, OH 44123 (\$11.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Communication Skills, *Educational Objectives, Elementary Secondary Education, *English Curriculum, *English Instruction, Handwriting, *Language Arts, *Language Skills, Listening Skills, Literature Appreciation, Punctuation, Reading Instruction, Speech Skills, Spelling Instruction, Writing Instruction

The overall goals of the kindergarten through grade 12 language arts program described in this guide are based upon strands that are common to every level of instruction: spelling, reading, handwriting, composition (oral and written), and literature. The described goals deal with a wide variety of ways by which people communicate; emphasize the mechanical and skill dimensions of reading, spelling, writing, composition, correct usage, punctuation, speaking and listening; and include the use of the library and its various reference materials. The guide lists individual goals for each of the language arts at each grade level, and provides scope and sequence charts in all skills for kindergarten through grade 6, grades 7 and 8, and grades 9 through 12. The guide concludes with a statement on program evaluation. (HOD)

ED 260 450 CS 209 243
Language Arts Scope and Sequence of Skills,

Grades K-12.

Bellingham Public Schools, WA.

Pub Date—84

Note—358p.

Available from—Bellingham School District, P.O. Box 878, Bellingham, WA 98227 (\$25.00).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Check Lists, *Communication Skills, Curriculum Evaluation, Elementary Secondary Education, *English Curriculum, *Language Arts, *Sequential Approach, *Speech Communication, *Writing Skills

The scope and sequence of oral and written communication skills in this kindergarten through grade 12 language arts curriculum guide are organized in three ways: (1) as a total overview of all skills at all levels, (2) as a summary of each skill with grade level designations for attention, and (3) as checklists for each grade level to aid instructional planning and evaluation. The guide lists skills for each grade level and provides a letter system to identify the teacher's instructional responsibilities. The letters are I, R, A and C and are used as follows: "I"—the skill should be formally introduced; "R"—the specific skills have been introduced previously, but re-

teaching is necessary for reinforcement; "A"—the majority of students will demonstrate competence in that skill by the end of the year; and "C"—the majority of students have attained competence and should find no need for additional formal instruction. An extensive appendix provides assistance for teaching the various language arts, a glossary, models for selected lessons, suggestions for parents, and a bibliography for elementary, middle school, and high school levels. (HOD)

ED 260 451 CS 209 252

Koontz, Carole Lovett, Ed.

Connections: Using Contemporary Children's Literature (K-9) in the Classroom.

Newark Organization of Teachers of English, OH.

Pub Date—85

Note—70p; Funding for this publication provided by a grant from the Martha Holden Jennings Foundation.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08326, \$6.50 member, \$7.50 non-member).

Journal Cit—The Notebook; spec iss 1985

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Book Reviews, *Books, *Childrens Literature, Elementary Secondary Education, Fiction, Folk Culture, Instructional Materials, Literature Appreciation, Nonfiction, Poetry, *Reading Material Selection Identifiers—Historical Fiction

The result of a summer reading group formed by members of the Newark (Ohio) Organization of Teachers of English to share book titles and ideas for use in the English classroom, this first annual compilation presents reviews of good reading materials for kindergarten through grade nine. Following an introduction and a list of contributors, the volume presents the reviews, divided into the following categories: (1) realistic fiction, (2) fantasy/folk tales, (3) historical fiction, (4) nonfiction, (5) poetry, and (6) picture books. Each of the guide's entries contains publication information, a summary, discussion questions/extension activities, related titles and themes, and the contributor's critical opinion. The guide concludes with author and subject indexes. (HTH)

ED 260 452 CS 209 276

Archibald, Georgia, Ed. And Others

New Routes to Writing K-8. [Revised]

Missouri Univ., St. Louis. Dept. of English.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC; Monsanto Fund, St. Louis, Mo.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date—84

Note—200p; A publication of the Gateway Writing Project. Funding also provided by the Continuing Education-Extension, the College of Arts and Sciences and the Alumni Association of the University of Missouri, St. Louis.

Available from—Gateway Writing Project, English Department, University of Missouri, St. Louis, MO 63121 (\$7.75, shipped, spiral bound).

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Content Area Writing, *Editing, Elementary Secondary Education, Language Arts, Poetry, *Prewriting, *Teaching Methods, Writing Evaluation, *Writing for Publication, *Writing Instruction, *Writing Processes, Writing Skills

Identifiers—National Writing Project

Drawing on the experiences of teachers of writing in elementary through junior high schools, the teaching strategies presented in this collection are grouped into four sections: prewriting, drafting, editing and publishing, and systems. Topics covered in the prewriting section include listening skills; thinking, speaking, and writing; interviewing; storytelling and spoken experience; perception skills; awakening the senses; and synectics. Topics covered in the drafting section include the autobiography, power writing, composite story-makers, letter writing, poetry structuring, poetry writing, writing across the curriculum, putting history in perspective with the living time line, happy holidays, and writing across

the curriculum with a focus on science. Topics covered in the editing and publishing section include revising, elements of style, beginning writing and sentence lifting, peer proofreading, colorful words, playing with modifiers, teaching grammar and mechanics through writing, publishing books, and young authors programs. Topics covered in the systems section include coping with the paperwork, writing evaluation, and using computers in the writing process. (HOD)

ED 260 453 CS 209 279
Lewes, Ulla E.

Articulation with School Teachers on Writing: Do's and Don'ts and Suggested Programs.
Pub Date—Mar 85

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, *Educational Cooperation, Elementary Secondary Education, Evaluation Criteria, Grading, Higher Education, *Holistic Evaluation, *Inservice Teacher Education, *Program Development, Teacher Attitudes, Teacher Improvement, Teaching Methods, *Writing Evaluation, Writing Improvement, *Writing Instruction, Writing Processes

Identifiers—*Writing Programs

Developing substantial links between colleges and elementary, middle, and secondary schools to create a sensible, longitudinal process for developing writing skills can be mutually beneficial. Contacts with schools are easy to make. College composition teachers can contact high school teachers to bring their "college prep" classes for an open house at the college. Or, a composition teacher might offer to give a presentation about writing at an inservice meeting. School teachers differ from college professors in several ways, but are nevertheless experts in the classroom, and should be treated by college faculty as equals and colleagues. A college-sponsored seminar consisting of four half-day sessions can give teachers some theoretical background and a good deal of practical advice. In the first session, teachers are introduced to writing as a multi-step process, and to creating effective writing assignments. In the second session, they explore the reliability of grading criteria, while in the third session they discuss their writing activities during the previous weeks, and develop a holistic grading scale. The teachers discuss these grading scales in the fourth session, making sure the scales are incremental from grade to grade. (Information on obtaining a complete workbook for this course is included.) (HTH)

ED 260 454 CS 209 280
Harrington, David V.

Encouraging Scholarly Investigation, Striving for Expertness, Collegial Exchanges.
Pub Date—20 Apr 85

Note—8p.; Paper presented at the Annual Meeting of the Minnesota Council of Teachers of English (26th, Brainerd, MN, April 19-20, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, English Instruction, *Faculty Development, Higher Education, *Professional Development, *Scholarship, Social Support Groups, *Teacher Attitudes, Writing (Composition), *Writing Instruction, *Writing Research

Identifiers—*English Teachers

A major concern when encouraging faculty development in teaching composition should be an appeal to faculty pride. Most college English faculty have been conditioned to see the teaching of good writing is not merely strenuous and time-consuming; it demands the best of one's imaginative, mental, and scholarly powers. Perhaps faculty will respond most favorably to scholarly investigation of writing, with appeals to their already existing strengths. English teachers can develop in their colleagues a professional commitment to the teaching of writing by encouraging (1) personal contact, conversations, and exchange of bibliographical notes; (2) exchange lectures in each other's classes when schedules permit; (3) presentations at departmental seminars, inservice meetings, and luncheons; (4) application for program spots at professional meetings; and (5)

preparation of articles for the professional journals. None of these includes references to such incentives as raised salaries, extra funds, or recognition for the literary faculty who also write about composition or other incentives. But for important changes and continued growth, there must be an appeal to more conventional scholarly motives. (HTH)

ED 260 455 CS 209 283
Scherer, Darlene Lienau

Measuring the Measurements: A Study of Evaluation of Writing: An Annotated Bibliography.
Pub Date—1 Aug 85

Note—77p.; Exit project, Indiana University.
Pub Type—Reference Materials - Bibliographies (131) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Holistic Evaluation, *Measurement Techniques, *Writing Evaluation, *Writing Research, Writing Skills

Intended to make the educational community aware of how research has defined acceptable practice in writing assessment, this annotated bibliography examines research about writing evaluation. Divided into five sections, the first section of the bibliography surveys some psychological and linguistic studies of the development of students' writing skills. The second section presents studies that describe methods of writing evaluation used in large-scale writing assessments. The focus of the third section is on research analyzing the writing task given to students in writing tests, with special attention to the way the task was worded, the amount of explanatory information included in the task, the audience to which the writing was addressed, the mode of writing the student was asked to produce, and the method of presentation of the writing job to the students. The fourth section presents studies analyzing factors that produce bias in evaluators of writing, including characteristics found in the writing samples as well as characteristics found in the writers. Finally, the fifth section surveys research about grading methodology or response criteria, beginning with an analysis of experts' suggestions for organizing the grading process, and proceeding to studies comparing the direct and indirect methods of evaluation. The bibliography concludes with a summary of the research. (HOD)

ED 260 456 CS 209 284
Mallonee, Barbara

Charting Institutional Change.
Pub Date—Mar 85

Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Reports - Evaluative (142) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Content Area Writing, Critical Thinking, *Educational Improvement, Higher Education, *Program Content, Program Development, Teacher Attitudes, Teacher Role, *Writing Improvement, *Writing Instruction, *Writing Research

One strategy used to improve teaching at Loyola College in Baltimore, Maryland, is a six-year writing across the curriculum project funded by the National Endowment for the Humanities. Faculty from 14 departments spend a year teaming with a member of the writing department; following that year of paired teaching, the content faculty become departmental writing coordinators. The final project will be a handbook on writing at Loyola. In evaluating the writing across the curriculum program, two codirectors, with professional assistance, developed a survey instrument, and the faculty will be surveyed three times in five years, producing a longitudinal survey. The first half of the survey assesses faculty attitudes, while the second half takes note of faculty practices in core courses and upper-division courses. The survey, administered in May 1984, revealed that the overall tilt in attitude was toward helping rather than harassing students. Unfortunately, the practices did not accord with those generous attitudes. The biggest goal of the program is to have all departments discover the types of writing professionals do and then examine what cognitive skills are necessary across the four-year undergraduate curriculum if students are to be socialized into the discipline. (A copy of the first survey instrument

and a statement of goals for the program are appended.) (DF)

ED 260 457 CS 209 286
Clark, Irene Lurkin

Listen to This and Tell Me How It Sounds: Readability/Listenability Connections.
Pub Date—Mar 85

Note—14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Expository Writing, Higher Education, *Holistic Evaluation, *Listening, Narration, *Reading Aloud to Others, *Writing (Composition), *Writing Evaluation, *Writing Research

Identifiers—*Listenability

Noting that writers frequently use reading aloud to evaluate written drafts, two studies were conducted to determine the extent to which holistic scores assigned by readers to college freshman essays correlated with holistic scores assigned by listeners. One study used 39 narrative essays, the other used 39 expository essays. The results of the first study revealed a strong correlation. The correlation in the second study was even stronger, surprisingly, since the narrative essay would logically seem to lend itself more easily to reading aloud than an expository essay. These results suggest that those qualities of written discourse most emphasized in holistic evaluation (task fulfillment, content, and structure) can be discerned by listening as well as by reading, and that as far as those aspects of discourse constitute the readability of a text, readability is roughly comparable to "listenability." However, in both studies there was a certain amount of non-shared variance, and a difference in means of almost a full point between the scores assigned by readers and those assigned by listeners, these latter being generally higher. This suggests that some facets of written discourse, most likely spelling, punctuation and mechanics, cannot be discerned easily by listeners. (Tables of data are included.) (HTH)

ED 260 458 CS 209 287
Clinton, DeWitt

Teaching Audience.
Pub Date—Mar 85

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Analysis, Higher Education, *Student Motivation, Writing (Composition), *Writing for Publication, *Writing Improvement, *Writing Instruction

Identifiers—*Audience Awareness

One way in which a sense of audience awareness was fostered in students in college composition classes was by creating an exercise designed to challenge them. Rather than simply writing essays to be read by the teacher, the students were guided in selecting publications that might accept and publish their articles. Although most students received letters of rejection, two students did receive acceptances. When students were asked to evaluate the exercise at the end of the semester, nearly all of the students identified how much more enjoyable it was to compose an assignment when a particular audience was addressed. Although the assignment offers risk and is far from perfect, the benefits of the exercise seem to outweigh the risks. (DF)

ED 260 459 CS 209 290
McDaniel, Barbara A.

Ratings Vs. Equity in the Evaluation of Writing.
Pub Date—Mar 85

Note—24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Chinese, Comparative Analysis, *English (Second Language), Higher Education, Holistic Evaluation, Interrater Reliability, Scores, Test Theory, Test Validity, *Writing Evaluation, Writing Instruction, *Writing Research

Identifiers—Primary Trait Scoring

A study was conducted to determine whether evaluators of large scale essay tests respond the same way toward essays written by English as a second language (ESL) and non-ESL students. The data examined came from the English Placement Test (EPT) administered in the province of British Columbia, Canada, in March 1979. The test was used to identify three types of students: those who needed no remediation, those who had difficulty with English because it was not their native language, and those who were native speakers of English but who had severe language or writing problems. The placement test had two parts: an objective part containing 40 error recognition sentences, and a subjective portion that required the writing of an essay. Evaluators of the essays were to score them analytically in three separate categories: (1) content development and organization, (2) sentences, and (3) words. Two thousand papers out of the total 18,000 were randomly selected for the sample. Native English speakers were labeled "E-1 writers" and ESL students (among whom Chinese was the dominant first language) were labeled "E-2 writers." Results suggested that evaluators of large scale essay tests do not appear to respond in the same way toward essays written by ESL and non-ESL students and that researchers will have to define more specifically how to judge what is "good" and "bad" and how much weight to give these things. (Tables of findings are included and the English Placement Test Notes to Markers is appended). (DF)

ED 260 460 **CS 209 293**

Caylor, Richard. And Others

A Course Syllabus for the Teaching of English

Language Arts 9A.

Seattle Public Schools, Wash.

Pub Date—Sep 81

Note—65p.

Pub Type—Guides - Classroom - Teacher (032)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classical Literature, *English Curriculum, *English Instruction, *Expository Writing, Grade 9, Listening Skills, *Literature Appreciation, *Persuasive Discourse, Secondary Education, *Small Group Instruction, Speech Skills, *Writing Instruction

Intended for ninth grade English students, the units of study in this course syllabus cover listening and speaking, written composition, writing mechanics, language study, and literature. The activities in the syllabus are arranged so that upon completion of the course, students will be able to (1) participate in, evaluate, and resolve conflicts in small group discussion; (2) participate as a questioner or respondent in interviews; (3) write expository papers in which there is factual reporting of personal experiences, information gained through interviewing, or data gathered from reading, and in which there is an interpretation or statement of belief; (4) narrow a topic, establish a purpose, select a main idea, and plan through use of lists, notes, or outlines; (5) know and use several techniques for beginning, developing, and concluding a paper; (6) identify types of persuasion used in advertising; (7) transform sentences by using the progressive, perfect, modal, "do," and passive modifications; (8) explain how the values of ancient Greece were expressed through its epics; and (9) distinguish short stories from novels and novels from biographies when surveying literary works. (HOD)

ED 260 461 **CS 504 982**

Worobey, Jacqueline Lowe

Using Closed-Circuit Television as a Teaching

Tool: Implications for Health Communication

Educators.

Pub Date—May 85

Note—15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinical Teaching (Health Professions), *Closed Circuit Television, *Communication (Thought Transfer), *Health Education, Instructional Innovation, *Patient Education, Patients, Postsecondary Education, Telecommunications

Identifiers—*Audience Awareness

A conceptual framework that health communication educators can follow to effectively employ the medium of closed-circuit television (CCTV) in as-

sisting patient education activities is outlined in this paper. The argument is posed that the patient population is not a homogeneous group; therefore, those involved in designing pedagogical strategies should tailor programs to the appropriate audience member if health information programming is to be a significant means of communicating to individual patients. A three-page list of references concludes the paper. (DF)

ED 260 462 **CS 504 989**

Wittig, John W.

The Basic Public Relations Course: A Pedagogical Perspective.

Pub Date—Apr 85

Note—26p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Curriculum, Higher Education, *Introductory Courses, *Public Relations, Speech Communication, *Speech Curriculum

Identifiers—*University of Alabama Birmingham

The last ten years have witnessed a nationwide proliferation of courses and programs in public relations. Consideration of the role and function of the introductory course in public relations involves the course's objectives, the methods used to teach it, and placing the course in a curricular setting so that its interrelationship with other courses in a public relations sequence may be understood. The public relations sequence at the University of Alabama is incorporated within the Department of Communication Studies that is part of the School of Humanities. The Principles course is offered in the context of a major urban university and enrollment in the course reflects that setting. Approximately 75% of the students are of traditional college age. The remaining one-fourth of the enrollment is made up of nontraditional students. This diversity creates a stimulating teaching environment. The course emphasizes the evolution and application of public relations theory. Grunig and Hunt are used as the text basis for instruction, and students are required to do a major research paper. In a followup survey conducted after the students completed the next course in the sequence, nearly 90% indicated that the theory they had learned was valuable. (Appendixes include a course syllabus and guidelines for a journal). (DF)

ED 260 463 **CS 504 998**

Purcells, Frank E., Ed. Holdridge, Wm. E., Ed.

Journal of the Illinois Speech & Theatre Association,

Volume 36, Number 3, 1984.

Illinois Speech and Theatre Association.

Pub Date—84

Note—67p.; Published once a year.

Journal Cit—Journal of the Illinois Speech & Theatre Association; v36 n3 1984

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Communication Skills, Interpersonal Communication, Public Relations, *Speech Communication, *Speech Curriculum, Teaching Methods, Television, Theater Arts

Identifiers—Illinois, Small Group Communication

Intended for teachers of speech and theater, the material in this annual journal is divided into three parts: original research, instructional practices and materials, and Illinois issues. Titles and authors are as follows: (1) "A Study of the Predictive Validity of the Relational Control Paradigm" by Emil Bohn and Douglas G. Bock, (2) "Who Should Administer the Public Relations Program?" by Terry M. Perkins, (3) "Integrating Oral Communication Skills Across the Curriculum, K-6" by Pamela J. Cooper and Philip A. Gray, (4) "Theatre in the Television Production Course" by Glenn D. Novak, (5) "The Projected Outline: A Means to Extemporaneous Delivery" by Robert R. Quick, (6) "Interpersonal Communication in the Broadcast Curriculum: A Missing Link?" by Frank E. Purcells, (7) "Theory Follows Practice: A Reversal of the Norm in Teaching Small Group Communication" by Robert Gorg, and (8) "The Quality of Education in Illinois Elementary and Secondary Schools" by Phillip A. Gray. (EL)

ED 260 464 **CS 504 999**

Fawcett, Richard G., Ed.

Debating United States Water Policy: A Preliminary Analysis. A National Federation Publica-

tion for the 1985-86 National High School Debate Topic.

National Federation of State High School Associations, Kansas City, Mo.

Pub Date—85

Note—104p.

Available from—National Federation of State High School Associations, 11724 Plaza Circle, P.O. Box 20626, Kansas City, MO 64195 (\$4.95).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Competition, *Debate, Drinking Water, High Schools, Resource Materials, Social Problems, *Speech Communication, *Water Quality, *Water Resources

Identifiers—*Debate Tournaments

Designed for high school debate students and coaches, this guide presents a preliminary analysis of the issues concerning the 1985-86 national high school debate topic on water policy and provides information concerning the inquiry and advocacy process. Following discussions on the value of policy debate and its future, the book contains one chapter on affirmative analysis and case ideas and one on negative approaches and strategies, an annotated bibliography on water policy, and a guide to resources. The next chapters focus on management of our nation's water resources and strategies for understanding the counterplan. Finally, periodicals and books that provide information on debate theory are listed in a bibliography. (EL)

ED 260 465 **CS 505 002**

Sprowl, John

Women, Men and Personal Sales: An Analysis of

Sex Differences in Compliance Gaining Strategy

Use.

Pub Date—[84]

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, Communication Skills, *Interpersonal Communication, *Persuasive Discourse, *Salesmanship, *Sex Differences, Speech Communication

A study explored the effects of both the sales representative's and the target consumer's biological gender upon the persuasive strategy choice of the salesperson. Data from 204 salespeople responding to a 27-item questionnaire were collected over a 6-week period. The results indicate clear differences between men and women sales representatives with respect to compliance-gaining strategy use, with men engaging in a larger number of strategies when attempting to sell a product. However, the sex of the target customer appears to have no effect upon compliance-gaining strategy use. (EL)

ED 260 466 **CS 505 006**

Weaver, Richard L., II Cotrell, Howard W.

Imaging: Insight Engineering.

Pub Date—[85]

Note—16p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Creative Thinking, Eidetic Imagery, Imagination, *Interpersonal Communication, Intuition, *Perception, Problem Solving, Self Esteem, Self Expression, Social Behavior, *Visualization

Identifiers—*Imaging

Imaging is the process of creating mental pictures that can be scanned as people would scan a current event. It is a real, powerful personal process, which has been used in medicine, science, health care, sports, creativity, education, and other areas. On a day-to-day level, imaging can be used to engineer insights regarding self-concept, interaction with others, and resolving interpersonal conflicts. Imaging enables people to uncover and experience diverse ways of using their minds to gather and process data that can lead to powerful and useful new forms of knowing and behaving. (Author/DF)

ED 260 467 **CS 505 008**

Turner, Lynn H. Henzl, Sally A.

Language Utilized in Rationalizing Conflict Deci-

sions: Is There A Different Voice?

Pub Date—[82]

Note—20p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Communication Research, Conflict, *Conflict Resolution, Content Analysis, Decision Making, *Females,

Higher Education, Language Styles, *Language Usage, *Males, *Sex Differences, Speech Habits

A study was conducted to examine the differences in language usage between males and females in the specific moral domain of conflict resolution and rationales for decisions. The subjects, 39 female and 21 male college students, were given an imaginary conflict scenario to resolve, asked how the conflict should be resolved, what the rationales were for their choices, and, assuming the roles of the two characters in the scenario, asked what were the central concerns of the two characters involved. It was hypothesized that two different languages would emerge in the rationales for the solutions to the problems in the scenario: women's choices would be defended in language referring to the relationships described in the scenario, while men's choices would be explained with a language indicative of a justice approach based on rights and rules. The data, coded and analyzed by chi square, revealed that there was no significant difference in response to the decision one character should have made or in the use of justice or interpersonal themes. However, a significant difference was found when subjects were asked to put themselves in the positions of both characters in the scenario and state the concerns of each character. Rather than attributing these differences to biological sex, the study indicates that they may be related to positions of power or status. (DF)

ED 260 468

CS 505 009

Krull, Robert

Television's Lessons for Educational Computing.

Pub Date—Oct 84

Note—24p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attention, Auditory Stimuli, *Children's Television, *Courseware, *Educational Television, *Programming (Broadcast), Screens (Displays), *Television Research, *Television Viewing, Visual Stimuli

Identifiers—*Computer Uses in Education

Based on the conviction that research findings on effective design of educational television programs may have useful lessons for designers of educational computing software, this paper reviews research on children's educational television and discusses ways in which the findings can be applied. The paper divides the research findings into the following sections: (1) children's attention and comprehension, (2) the settings for viewing and computing, (3) trends during viewing/computing sessions, (4) visual design attributes, and (5) auditory design attributes. A five-page bibliography concludes the paper. (HOD)

ED 260 469

CS 505 010

Miller, Dan P. Newton, Mark A.

The Relationship between Rhetorical Sensitivity, Communication Apprehension and the Ability to Decode Nonverbal Cues.

Pub Date—Oct 84

Note—57p.; Paper presented at the Annual Communication, Language and Gender Conference (7th, Oxford, OH, October 14-16, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Communication Apprehension, *Communication Research, *Interpersonal Communication, Nonverbal Communication, *Speech Communication

Identifiers—*Rhetorical Sensitivity

Results of research on rhetorical sensitivity suggest that the sensitive person has developed the ability to reach a social context and the others within it and to respond appropriately, while results of research on communication apprehension suggest that high apprehension leads to avoidance of communication situations. If so, then the degree to which people are apprehensive ought to affect the type of rhetorical person they develop into. A study was conducted that hypothesized a relationship between rhetorical sensitivity, communication apprehension, gender, and the ability to decode nonverbal cues. The subjects, 128 students from Indiana State University, were randomly selected from eight sections of Communication 101 during the spring semester of 1984. Subjects were asked to complete two self-report instruments, the Rhetorical Sensitivity Scale (RHETSEN) and the revised Personal Report of Communication Apprehension (PRCA). All

participants were also asked to view and complete the Profile of Nonverbal Sensitivity (PONS) test. Results showed that to be rhetorically sensitive is to be apprehensive of communication encounters. To be rhetorically insensitive is to be nonapprehensive. Future research should include psychomotor behaviors to determine the relationship between each aspect of learning about communication. (Tables of findings are included). (DF)

ED 260 470

CS 505 012

Gordon, Ronald D.

Empathy: The State of the Art and Science.

Pub Date—10 Aug 85

Note—16p.; Paper presented at the International Conference of the World Communication Association (Baguio, Philippines, August 10, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), *Empathy, *Interpersonal Communication, *Listening, Listening Habits, *Listening Skills, Speech Communication

Despite the almost complete lack of research addressing a theoretical understanding of empathy or ways to increase human empathy, empathy is a central component of effective human communication. Seen as a key social science phenomenon, it is viewed, along with power, as an inextricable component of human dynamics, and, in its relationship with altruism, possibly plays a causal role. A problem with research on empathy has been a lack of conceptual clarity. Three ways to improve empathic listening are to avoid judgment, give the speaker time to speak without interruption, and focus on the speaker. Many of the helping professions have attempted training programs aimed at increasing the empathic communication skills of practitioners in these fields. However, being told to listen empathetically is not the same as being taught to listen with empathy; and in critique of the empathy skills programs that are conducted within the helping professions, a significantly raised test score does not mean that empathy has been attained. Although empathic communication is a complex subject matter, skills associated with empathy and active listening have been perceived as being more important than skills associated with critical or deliberative listening. (EL)

ED 260 471

CS 505 013

Rancer, Andrew S. Baukus, Robert A.

Discriminating Males and Females on Belief Structures about Arguing.

Pub Date—Oct 84

Note—27p.; Paper presented at the Annual Communication, Language and Gender Conference (7th, Oxford, OH, October 14-16, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beliefs, College Students, *Communication Research, Females, Higher Education, *Interpersonal Communication, Males, *Persuasive Discourse, *Sex Differences, Speech Communication

A study was conducted to enhance understanding of the role of sex in influencing beliefs about argumentative communication. Using a belief structure framework, the study investigated how males and females discriminate on beliefs about arguing. The study also explored whether trait argumentativeness influences biological sex in discriminating beliefs about arguing. One hundred thirty-eight subjects answered a questionnaire that elicited beliefs about arguing and a second questionnaire that indicated their level of trait argumentativeness. Beliefs obtained from the questionnaire were classified into eight categories previously identified as belief structures about arguing. Results indicated that sex alone is not a powerful discriminator of beliefs about arguing. Males and females differ little in their beliefs about arguing as a learning experience (cultivation), but do differ in their beliefs about arguing as an aggressive and hostile communication encounter (antagonism). In general, males tend to view arguing as a less hostile form of communication than do females. However, males and females high in trait argumentativeness do not differ in this belief about arguing. (Author/DF)

ED 260 472

CS 505 018

Petrie, Charles And Others

Panel on Discourse Analysis in the Curriculum. State Univ. of New York, Buffalo.

Pub Date—May 85

Note—104p.; Papers presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985). Prepared by faculty in the Department of Communication. Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Communication Research, *Discourse Analysis, *Group Dynamics, Higher Education, Interaction, *Nonverbal Communication, Questioning Techniques, *Small Group Instruction, *Speech Communication, Teaching Methods

These five papers reflect a single project-discourse analysis in the curriculum. The first paper, "The Small Group Course as a Setting for Naturalistic Research" (Charles Petrie and Charles Lauferweiler), describes the teaching process of integrating both a graduate and an undergraduate class from which the other four papers describe resulting research. The second paper, "Discourse Analysis: Making One's Interpretations Explicit" (Stuart J. Sigman), presents four problem areas that represent methodological skills and decisions with which student (and professional) discourse analysts must concern themselves. The third paper, "Nonverbal Correlates of Within-Turn Speaker Repetitions" (William J. Morphis), describes an investigation that assessed nonverbal behavior occurring exclusively during within-turn speaker dyads—specifically, repetitions. The fourth paper, "The Interactional Construction of Group Meaning" (Sheila Sullivan), presents a description and analysis of a small group meeting. The final paper, "Questions in Group Discourse" (Marcley H. Wendell), describes an investigation that focused on the strategic uses of questioning to direct the process, content, and outcomes of group work. (HOD)

ED 260 473

CS 505 019

"Stage 40" Handbook.

Mill River Union High School, North Clarendon, VT.

Pub Date—83

Note—20p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acting, Clothing Design, *Drama, Dramatics, *Production Techniques, *Theater Arts, Theaters

Identifiers—*Repertory Companies

The policies, purposes, and guidelines of "Stage 40," an educational repertory company for students, are presented in this paper, which also explains how the company functions. The paper discusses the company's history, the relationship between the company and academics, and the responsibilities of a company member. Letters by the board members concerning what their membership has meant to them, as well as the company constitution and an explanation of the point system used in classifying the actors are included. (DF)

ED 260 474

CS 505 020

What Changes Are Most Needed in the Procedures

Used in the United States Justice System?

National Debate Topic for High Schools,

1983-1984, Pursuant to Public Law 98-246, Senate,

98-5, 98th Congress, 1st Session, Document No.

98-5.

Library of Congress, Washington, D.C. Congressional Research Service.

Pub Date—83

Note—909p.; Document contains many pages of small print.

Pub Type—Guides - Non-Classroom (055) — Collected Works - General (020) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF06/PC37 Plus Postage.

Descriptors—Court Litigation, *Court Role, Courts, Criminal Law, *Debate, *Federal Government, Federal Legislation, *Government Role, High Schools, Laws, *Persuasive Discourse

Identifiers—Civil Law, Criminal Investigations,

*Criminal Justice System, *National Debate Topic

Designed to facilitate research on and the preparation and presentation of arguments for the national debate topic, this manual summarizes the present state of the judiciary and court reform issues. The volume begins with a collection of articles, statements, and reports that present a general background on the justice system and court reform. Subsequent parts are devoted to articles related to each of the three debate propositions: That the United

States should (1) adopt uniform rules governing the criminal investigation procedure of all public law enforcement agencies; (2) establish uniform rules governing the procedures of all civil courts of the nation; and (3) establish uniform rules governing the procedures of all criminal courts in the nations. The manual concludes with a guide to information sources and brief bibliographies of selected additional readings and available government publications. (HTH)

ED 260 475 CS 505 021

Ecroyd, Donald H. Drummond, Caroline
Remedial Communication Instruction: What and What For?

Pub Date—3 Jul 85

Note—12p; Paper presented at the International Conference on Improving University Teaching (11th, Utrecht, Holland, July 3, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), *Communication Research, *Communication Skills, *Curriculum Development, Higher Education, *Remedial Programs, Student Attitudes, *Student Needs, Teacher Attitudes, Teaching Methods

Three research projects were completed and a fourth undertaken at Temple University to assess students' and faculty members' perceptions about the communication competency students should have upon entering college. Results suggest that faculty expectations for students' communication competency can be defined, that student perception of such competencies needed for classroom success are not necessarily the same as faculty perceptions, and that any design for remediation must include the shaping of students' perspectives to meet faculty expectations. Faculty at Temple University are developing specialized remedial courses designed to test and apply these findings. Results of five terms of experience with the program have been positive. Although a final report is not yet available, researchers believe that their program will be successful. (DF)

ED 260 476 CS 505 027

Ferrari, Joseph R. Leippe, Michael R.
Effects of Persuasive Messages on Blood Donation Attitudes, Intentions, and Behavior.

Pub Date—Mar 85

Note—9p; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 22-24, 1985).

Available from—A detailed summary of the study described in the abstract is available from Joseph R. Ferrari, Department of Psychology, Mohawk Valley Community College, 1101 Sherman Drive, Utica, NY 13501.

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Attitude Change, *Behavior Patterns, *Communication Research, Higher Education, *Motivation Techniques, *Persuasive Discourse, Social Attitudes, Speech Communication, *Tissue Donors

Identifiers—Blood Donation

Only about 9% of the eligible American population actually donates blood, and the rate of donors who fail to give a second time is very high. Since many people who view blood-giving as a humanitarian act also see it as an unpleasant experience, persuasive appeals that promote a sense of moral obligation may be ineffective in prompting donations. A study was conducted in which subjects were exposed to no message or to one of three persuasive messages that either highlighted moral reasons for donating blood, counterargued fears associated with donating blood, or used a combination of both these modes. Male and female college students listened to prerecorded messages and then completed a series of nine-point scales on attitudes toward the consequences of the act and attitude toward the act itself, and attendance rates for members of the various groups at a campus blood drive were recorded. Individuals in the moral message condition indicated the most favorable post-message attitude toward the consequence of donating blood and felt a strong moral obligation to donate. However, combined message condition individuals indicated the greatest post-message intent to donate. (DF)

ED 260 477 CS 505 031

Clarke, Lillian Wilson

Interviewing: An Important Part of the Job Search Process.

Pub Date—[83]

Note—13p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, *Employment Interviews, *Employment Qualifications, Higher Education, Job Applicants, *Job Application, Job Search Methods, Occupational Information, *Speech Communication, *Teaching Methods

A job seeker who has been asked to come in for an interview is generally one of many applicants with equally acceptable credentials. Students' chances of getting a job can be enhanced by carefully studying job interview techniques. A productive approach to this study, which can be integrated into a variety of business courses, consists of three essential parts: pre-interview preparation, the interview, and the follow-up after the interview. Pre-interview preparation consists of a survey of possible places of employment, securing information on the selected company, and creating a resume for the specific position. Dressing appropriately and arriving early for the interview also make a favorable impression. There are two kinds of interviews: observation, during which the job seeker is permitted to speak freely while being observed; and the stress interview, during which the interviewer asks a minimum of questions and then may stare at the job seeker, causing him or her to respond nervously. The job seeker can ask a variety of questions, during any uncomfortable pauses in the interview, for example, questions regarding chances for advancement and the impact of the job on the overall functioning of the company. Following the interview, the candidate should write a brief letter to the interviewer, or telephone the interviewer, to thank him or her for the time spent. Appropriate writing assignments or interview role playing can be incorporated into the classroom to teach these techniques. (An interview checklist is included.) (HTH)

ED 260 478 CS 505 033

Borchardt, Donald A.

Revival/Innovation: The Director's Dilemma.

Pub Date—Aug 85

Note—13p; Paper presented at the Annual Meeting of the American Theatre Association (Toronto, Ontario, Canada, August 4-7, 1985).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Decision Making, *Drama, Evaluative Thinking, *Innovation, *Playwriting, Problem Solving, *Production Techniques, Speech Communication, Theater Arts

Identifiers—Audience Response, *Directors (Theater), *Revolutions (Plays)

One problem confronting theater directors is how to revive a play in such a way as to give it new relevance to a contemporary audience, and there many unhappy examples of this dilemma. Each director is concerned with exploring the text, and in some cases, manipulating the content, in order to bring out new meanings. Whether controversial or traditional, the first step for a director is to establish a goal, to have a point of view. Presenting a point of view, however, does not automatically mean distortion of the content or the inherent meaning of a playscript. Gathering information and making judgments is part of the process of understanding tradition and seeking relevance. Newly discovered values in the seldom produced classics can sometimes lead to exciting revivals. One must realize, however, that even in the carefully prepared process of reviving a play with contemporary relevance, the directing process is fraught with risks. One risk is that the audience or the critics may evaluate the results differently from the director. Problems can be minimized if the director studies the chosen play within its total cultural context, relates values of the past to those of the present, and develops a point of view with meaningful perspective. (HOD)

ED 260 479 CS 505 034

DeWine, Sue Pearson, Judy C.

The Most Frequently Used Self-Report Instruments in Communication.

Pub Date—May 85

Note—23p; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Research, Content Analysis, *Measurement Techniques, *Measures (Individuals), *Research Methodology, *Speech Communication, Test Reliability, Test Validity, Use Studies

Identifiers—*Self Report Measures

To provide an assessment of current instruments being used by communication scholars, investigators examined and identified the most frequently used instruments that had been published in the past five years in the nine major speech communication journals. Each article was examined for the identification of the instruments used, constructs measured, reliability and validity tests completed on the instruments, and the type of subjects incorporated to test the instrument. Correlation with other instruments, use as an independent or dependent variable, and the original citation for the report of the development of the instrument were noted. The data were sorted by the name of the instrument used, the construct studied, publication location of the article, and the publication location of the original instrument. The analysis revealed that among the most popular instruments were (1) the Personal Report of Communication Apprehension (PRCA)-College; (2) PRCA-25; (3) Communicator Style; (4) Interpersonal Attraction Style; (5) Bem's Sex Role Inventory; (6) International Communication Association Audit Survey; (7) State-Trait Anxiety Inventory; and (8) Job Description Index. Six pages of references are appended. (HOD)

ED 260 480 CS 505 035

Directory of Theatre Programs. Second Edition.

Association for Communication Administration, Annandale, VA.

Pub Date—85

Note—98p; For the first edition, see ED 233 418.

Available from—Association for Communication Administration National Office, 5105 Backlick Rd., #E, Annandale, VA 22003 (\$7.00 prepaid).

Pub Type—Reference Materials—Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Advising, College Faculty, *College Programs, Directories, *Doctoral Programs, Higher Education, *Masters Programs, Speech Curriculum, *Theater Arts

Intended to aid theatre administrators as they attempt to exchange information, high school and college faculty members as they advise students on the availability of suitable programs, and students of theatre as they seek degree programs appropriate to their needs, this directory groups theatre programs by state and lists them alphabetically. Each entry begins with the name of the institution, followed by the degrees offered, the number of full-time and part-time faculty, areas of specialization at undergraduate and graduate levels, the name and title of the chief theatre administrator, the complete mailing address, and the office telephone number. For the convenience of advisors, programs offering the MFA and PhD degrees are summarized again at the end of the directory. The questionnaire used to obtain the information for the directory is also included. (HTH)

ED 260 481 CS 505 038

Briller, Bert R., Ed. Knight, Pamela, Ed.

Television Looks at Aging.

Television Information Office, New York, N.Y.

Pub Date—85

Note—96p; Photographs may not reproduce well.

Pub Type—Reference Materials—Bibliographies (131)—Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Development, Age Discrimination, *Aging (Individuals), *Broadcast Industry, *Characterization, Interpersonal Communication, Mass Media Effects, *Older Adults, *Programming (Broadcast), Stereotypes, *Television, *Television Viewing

Identifiers—*Media Role

How television is helping to make older adults more visible by drawing attention to their needs and by recognizing their contributions to society is examined in this book, which presents a sample of television programming in the 1980s. The book begins with an introduction by Mary Cassata that surveys the literature on television's roles as both mirror and mold of the changing and often conflicting images of older citizens. It then presents brief descriptions of television programs that deal with the elderly and with issues of particular interest to or concerning

them, including housing, economics, ability in aging people, health, death, coping, society's attitudes, gray power, relating to other generations, and adapting to aging. The final section of the book presents descriptions of programs that depicted older adults who have remained vital people. A list of television stations represented is included. (EL)

ED 260 482 CS 505 039

Vogel, Joyce And Others
An Examination of Conversational Skill in Accepted and Rejected Children.

Pub Date—Apr 85

Note—17p; Paper presented at the Annual Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childhood Attitudes, *Communication Apprehension, *Communication Research, Comparative Analysis, Grade 3, *Interpersonal Communication, *Interpersonal Competence, Listening, *Peer Relationship, Primary Education, *Self Esteem

Identifiers—*Conversation

It is generally believed that the reason some children do not have satisfactory peer relationships is that they lack or will not use the interpersonal skills necessary to initiate and/or maintain such relationships. On the basis of this belief, a study was conducted to examine the conversational behavior of accepted and rejected children in a situation where conversation was the sole interpersonal activity. Subjects were 80 third-grade children divided into 16 accepted dyads, 12 rejected dyads, and 12 mixed status dyads. The videotaped conversations of the 40 dyads included conversation during a 2-minute waiting period, and a 4-minute conversational period during which the children were instructed to talk about a topic of their choice. These were then transcribed and analyzed. The results indicated that dyads of accepted children showed greater indication of listening and interest in engaging the other person in conversation than did the dyads of rejected children when weighted against incidence of not listening. The status effects observed were consistent with findings from other studies that characterize accepted children as being more prosocial and less antagonistic than rejected children. These data also provide support for social skills training programs. (HTH)

ED 260 483 CS 505 043

Hecht, Michael L. And Others
Nonverbal Behavior of Young Abused and Neglected Children.

Pub Date—May 85

Note—22p; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Change, Behavior Development, *Child Abuse, Child Caregivers, Child Development, Childhood Attitudes, *Child Neglect, *Communication Research, Comparative Analysis, Day Care Centers, Females, Interpersonal Communication, Males, *Nonverbal Communication, Preschool Education, Self Esteem, *Sex Differences, *Sex Stereotypes

A study was conducted to examine the effects of child abuse and neglect on children's nonverbal behaviors. It was hypothesized that abused and neglected children would be less active nonverbally than would control group children. Eight abused and neglected children, aged one through three years, were videotaped interacting with their caregivers in a daycare center, and their behavior was compared with that of a matched control group from the same center. Children were desensitized to the presence of the observers and were taped in a familiar room at the center, interacting with a familiar caretaker. After taping was completed, the tapes were coded into 9 categories in three areas of nonverbal behavior: proxemic (distance maintained from caretaker), kinesic (reaching, touching), and gaze (eye contact) behaviors. The scores were analyzed to determine the differences between abused and nonabused children. The results indicated that the abused boys tended to be either slightly more exploratory or slightly more active than their nonabused counterparts. The abused girls tended to avoid physical contact with the environment and

social engagement with the adult more than their nonabused counterparts or the boys in either group. The results suggest that the abused children conformed more closely to sex stereotypes than did nonabused children. (HTH)

ED 260 484 CS 505 045

Webster, Debra Burns And Others.

Children's Television Viewing as Affected by Contextual Variables in the Home.

Pub Date—[82]

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiences, Childhood Attitudes, *Employed Parents, Family Life, Males, *Mothers, Parent Role, Social Influences, *Television Research, *Television Viewing

Identifiers—*Family Communication

A study was conducted to explore the relationship between a mother working outside the home and the amount of television a child views. It was hypothesized that the hours of television viewed by a child would be positively related to the amount of television viewed by (1) the female head of household, (2) the male head of household, (3) the number of television sets in the home, and (4) the age of the child. Research was based on a secondary analysis of Arbitron Television diary data collected in the Chicago market area (ADI) during February 1982. Final sample size was 735. Results suggest that the amount of television viewed by the child was positively related to the viewing levels of both female and male heads of household, and that children in multiple set households tend to view more television than children in single set households. In addition, findings showed that mothers who work outside the home watch less television and so do their children. Age of the child did not appear to be a factor in how much television was viewed. Findings suggest that researchers should devote increased attention to the role that television plays in the environment of family communication. (DF)

ED 260 485 CS 505 049

Bangs, Terry L.

Integrating Speech Communication and Composition in the Classroom.

Pub Date—May 85

Note—17p; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assignments, Higher Education, *Integrated Activities, *Persuasive Discourse, *Speech Instruction, Speech Skills, Teaching Methods, *Writing Instruction, Writing Processes, Writing Skills

Identifiers—*Audience Awareness, *Speaking

One way of giving students a sense of audience in their writing is to combine speech communication and written communication in the classroom. If students can be taught to write as they talk, they can perceive their audience to be real people rather than the amorphous "indefinite other" they typically write for in the traditional writing class. The advantage of teaching students to write as they are taught to speak is that writing permits the recursive process better than speaking does. A sophomore speech and writing course offered at the United States Air Force Academy (Colorado) teaches students how to use spoken language in both their speaking and writing. Each student gives five speeches during the semester, and the assignments require the students to narrate, define, inform, argue, and persuade. For four of the five assignments, the students must write an essay on the same topic as their speech. The course theme is persuasion, so each assignment emphasizes the persuasive nature of speaking and writing. The unified approach awakens the students to the power of spoken language and helps them keep foremost in their minds the primary purpose of both speech and composition—to communicate an idea to people. (HOD)

ED 260 486 CS 505 051

Sypher, Beverly Davenport Zorn, Theodore E., Jr.
Communication Related Abilities and Upward Mobility: A Longitudinal Investigation.

Pub Date—May 85

Note—29p; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Ability, *Communication Research, *Communication Skills, *Interpersonal Competence, *Job Performance, Job Skills, Measures (Individuals), *Occupational Mobility, Speech Communication, *Success

To provide a clearer understanding of the relationship between various communication and communication related abilities and individuals' work performance, a four-year investigation was conducted to examine the relationships among four measures of social cognitive and communication abilities, and the relationships of these measures to job level and upward mobility in a large East Coast insurance company. The four social cognitive measures included cognitive differentiation, self-monitoring, perspective taking, and persuasive ability. The data revealed significant relationships among all combinations of the communication-related abilities. Each was significantly related to job level, and three of the four were significantly related to upward mobility. Stepwise multiple regression analyses revealed that, of the four communication-related abilities, cognitive differentiation accounted for the most variance in predicting job level and upward mobility. The findings suggest that communication abilities are important to the success of individuals in organizations. Six pages of references are appended. (Author/HOD)

ED 260 487 CS 505 055

Ecroyd, Donald H. Drummond, Caroline

Reading Aloud Is a Rhetorical Act.

Pub Date—May 85

Note—16p; Paper presented at the Annual Meeting of the Eastern Communication Association (76th, Providence, RI, May 2-5, 1985). An earlier version of this paper was presented at the International Colloquium on Communication (8th, Copenhagen, Denmark, July 1982).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Interpersonal Competence, Listening Comprehension, Literature Appreciation, *Oral Interpretation, *Oral Reading, *Reading Aloud to Others, *Rhetoric, *Speech Communication, Teaching Methods

Reading aloud is a rhetorical act. Its purpose is always to communicate, which is a transactional form involving the oral reader and at least one real or imaginary listener. Whenever a person reads aloud, the reader has some intent of reading to someone. In all such situations, readers interpret orally for the mood and meaning that seem appropriate to their intent. Despite the recognized range and frequency of occurrence of oral reading, however, it is for some reason only infrequently considered as transactional communication—a rhetorical act. If a pedagogy that will develop competency in the transactional nature of communication through oral reading cannot focus on the source of the communication nor on the message. It must instead focus on the transactional relationship among the original writer, the reader who chooses to share something aloud, the listener, and the messages developed during the communication situation. The purpose and the value of such a pedagogy lie in the relationship of the reader and listener as they interact in the development of empathy and understanding. Between them, mood and meaning are constructed. (HOD)

ED 260 488 CS 505 060

McCroskey, James C.

A Trait Perspective on Communication Competence.

Pub Date—May 85

Note—13p; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, Communication (Thought Transfer), Communication Research, *Communication Skills, *Interpersonal Competence, *Research Methodology, *Speech Communication

Identifiers—*Communication Behavior

Communication competence has been approached primarily from three perspectives in the communication literature: (1) as cognitive understanding of communication, (2) as a capability of

performing certain communication skills, and (3) as achieving effective communication. Most scholars who write about communication competence view competence either as a trait or as situation-bound. Neither view is right or wrong. However, a preferable view is one that looks at communication competence on a continuum from the extreme "traitist" perspective to the extreme "situationalist" perspective. There are at least four identifiable points along that continuum: (1) trait-like communication competence, representing those who are competent in communication across contexts, receivers, and time; (2) context-based communication competence, representing those who are competent in communication within a given type of context across receivers and time; (3) receiver-based communication competence, representing those who are competent in communication within a given receiver or group of receivers across contexts and time; and (4) situational communication competence, representing those who are competent in a given context, with a given receiver or group of receivers, at a specific time. These provide several very different, yet potentially very useful, vantage points from which one may approach this area of study. (HOD)

EA

ED 260 489 EA 017 747
Fielding, Glen D. Scholock, H. Del
Promoting the Professional Development of Teachers and Administrators. ERIC/CEN School Management Digest Series, Number 31. ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Oregon Univ., Eugene. Center for Educational Policy and Management. Spons Agency—National Inst. of Education (ED), Washington, DC. Report No.—ISBN-0-86552-088-7. Pub Date—85. Contract—400-83-0013. Note—83p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (\$5.95 prepaid; quantity discounts; \$2.00 added for shipping and handling on invoiced orders).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055).

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator, Responsibility, Elementary Secondary Education, Guidelines, In-service Education, Inservice Teacher Education, Management Development, *Organizational Development, Organizational Effectiveness, Peer Evaluation, Principals, *Professional Continuing Education, *Professional Development, Program Effectiveness, Program Implementation, *Staff Development, Teacher Improvement. Identifiers—Center for Educational Policy and Management OR.

This monograph highlights important findings and guidelines that have emerged from over a decade of research at the University of Oregon's Center for Educational Policy and Management (CEPM) concerning the continued professional development of school personnel. After a brief introduction, the booklet is divided into three sections. The first, "Foundations," introduces a framework for thinking about continued professional development. The framework identifies key factors in analyzing or designing a professional development program and introduces basic concepts. This is followed by a brief review of prevailing staff development practices. The second section, "Research and Development," consists of three chapters that describe CEPM-affiliated projects aimed at increasing the effectiveness, respectively, of teachers, programs, and the organization as a whole. Section 3, "Action," presents guidelines for district administrators in designing professional development programs and for principals in implementing them at the school level. The booklet closes with a discussion of challenges that lie ahead for professional development. A bibliography is included. (TE)

ED 260 490 EA 017 831
Brekke, Norman R.
A Cost Analysis of Year-Round Education in the Oxnard School District. Pub Date—Jan 85.

Note—18p.; For an earlier report, see ED 227 597. Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142).

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Attendance, *Cost Effectiveness, Declining Enrollment, *Educational Finance, Elementary Secondary Education, Evaluation, Lunch Programs, Reading Achievement, Special Education, Student Transportation, Vandalism, *Year Round Schools.

Identifiers—*Oxnard School District CA.
The Oxnard School District initiated a Year Round Education (YRE) program beginning in 1976. In 1984 the district maintained eleven YRE schools and four traditional schools. All the YRE schools are on a 60-20 plan with four staggered YRE tracks and a fifth track offering a traditional school year calendar. This cost analysis outlines how the program has saved the district in operational and capital expenses. The cost benefit attributable to the Oxnard YRE schools for 1983-84 is \$1,244,598. Other benefits to the district that are not calculated in the cost advantages of YRE are reductions in teacher illness absences, reduction in unexcused student absences, and reduction in school vandalism and burglary losses. A limited study of student reading achievement in Oxnard schools from 1979-81 shows that students in YRE schools have reading achievement scores higher than students enrolled in traditional year schools. School districts with declining enrollment and empty classrooms may find YRE programs advantageous. School districts with adequate classroom space for student enrollment would incur additional costs in changing to YRE. Little hard research exists to verify the advantages of YRE to learning acquisition and student behavior. If such improvements can be verified, these factors have significant financial implications. (MD)

ED 260 491 EA 017 840
Basile, Joseph C., II Layman, Richard W.
Quality and Excellence in Education: Development, Verification and Implementation of a Statewide Curriculum. West Virginia State Dept. of Education, Charleston. Pub Date—Nov 84.

Note—58p.; Report presented at a session entitled "Improving Education in America through Staff Development and Learning Technology," at the Annual Meeting of the National Council of States on Inservice Education (9th, Lake Buena Vista, FL, November 16-20, 1984).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055).

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Articulation (Education), Curriculum Development, *Educational Change, *Educational Objectives, *Educational Strategies, Elementary Secondary Education, Master Plans, Mastery Learning, *Models, Program Evaluation, *Program Implementation, School Surveys.

Identifiers—*West Virginia.
This document consists of assorted supplementary materials for a conference session on the topic of "Improving Education in America through Staff Development and Learning Technology." It contains (1) a preface; (2) a list of assumptions central to West Virginia's educational reform model; (3) a statement of the session's basic purpose, and of related objectives; (4) the session agenda; (5) a rough chronology of recent educational reform in West Virginia; (6) a worksheet used to plan learning objectives; (7) the current "Master Plan for Public Education in West Virginia" and associated State Board of Education policies; (8) a survey used to verify program implementation; (9) the results of a similar survey taken in 1983-84; (10) several schemata for articulating, aligning, and implementing learning objectives, with illustrations of their use; (11) a session "feedback" form; and (12) a materials request form. (MCG)

ED 260 492 EA 017 844
Smith, Nick L.
Adversary and Committee Hearings as Evaluation Methods. Paper and Report Series, No. 110. Interim Draft. Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program. Spons Agency—National Inst. of Education (ED), Washington, DC. Pub Date—Apr 85. Contract—400-80-0105. Note—27p.

Pub Type—Information Analyses (070).

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Committees, *Evaluation Methods, *Hearings, Models, *Program Evaluation, Validity.

Identifiers—*Adversary Evaluation Model, *Committee Hearings, Evaluation Problems.

Empirical literature on two types of hearings, and their applicability in evaluating educational programs, is reviewed. An introduction describes the use and nature of hearings and distinguishes adversary hearings, in which two parties argue opposing sides of an issue, from committee hearings, in which a variety of positions are presented to a panel of decision-makers. Adversary hearings, the type primarily used in evaluation, are the main focus of the paper. Following a brief overview of literature on adversary hearings, the discussion covers strengths of the adversarial approach, hearing procedures (including a table illustrating basic steps and variations), applications (including a table showing recent uses of adversary hearings in evaluation), and problems and limitations of the approach. Committee hearings and their uses, for which much less literature is available, are then briefly examined. The paper concludes that (1) adversary hearings effectively involve large groups in complex issues, and (2) committee hearings "might provide some of the benefits of adversarial hearings without the same problems," and (3) "much more public trial, testing, and revision are needed" for both hearing types. (MCG)

ED 260 493 EA 017 920
Hansen, Kenneth H.
State Evaluation and Assessment Programs: SEA Policy Options. Discussion Draft. Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies. Spons Agency—Chief State School Officers of the Northwest and Pacific; National Inst. of Education (ED), Washington, DC. Pub Date—Mar 85. Contract—400-83-0005. Note—16p.

Pub Type—Opinion Papers (120).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, Data Interpretation, *Educational Assessment, Educational Policy, Measurement Objectives, Measurement Techniques, *Policy Formation, Selection, State Departments of Education, *State Programs.

When establishing statewide and nationally comparable educational evaluation and assessment systems, state education agencies (SEAs) must consider factors affecting policy in at least four areas. First, the full range of purposes for establishing such a system should be clarified. It must be decided whether the system exists to provide data for reporting or for decision-making, whether comparisons should be made within educational units or between them, and what emphasis is to be placed on various forms of learning. Second, the evaluation tools selected must be compatible with the purposes identified. The range of evaluation information gathered and the contextual data collected must be appropriate, and attention should be paid to whether the tools used are suitably diagnostic and reveal significant facts. The third area of concern is the potential for misusing or misinterpreting the data. Full disclosure of a broad range of data, coupled with thorough explanation of how to understand it, is vital. Fourth, careful consideration must be given to the degree of collaboration that is desired with other agencies, and the extent to which other decisions affect the achievement of the desired cooperation. (FGD)

ED 260 494 EA 017 921
Hansen, Kenneth H.
Statewide Assessment: Convergent Principles, Divergent Policies. Discussion Draft. Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies. Spons Agency—Chief State School Officers of the Northwest and Pacific; National Inst. of Education (ED), Washington, DC. Pub Date—Jun 85. Contract—400-83-0005. Note—15p.

Pub Type—Opinion Papers (120) — Information Analyses (070).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, *Educational Assessment, Educational Philosophy, Educa-

tional Policy, Measurement Objectives, Policy Formation, Program Costs, *Program Development, State Departments of Education, *State Programs

State education agencies are in increasing agreement regarding the basic principles that should underlie state educational assessment programs, though some areas of divergent opinion remain. The agencies generally accept the idea that comparisons between states will be made, that assessment programs should serve multiple purposes, that meaningful comparisons cannot be made without knowledge of the contextual factors affecting the provision of education, that a large number of indicators must be employed to fully display an educational system's status, and that assessment programs are bound to be costly. The agencies disagree over the uses to which assessments should be put, the educational outcomes that should be measured, the extent to which various contextual factors affect education, the specific indicators that should be used, and how the costs of assessment are to be controlled and allocated. Agencies need to develop policies for assessment that will resolve all of these questions in ways that are appropriate both to the individual characteristics of the state and to the demand for data that will allow meaningful assessment and comparison on a national level. (PGD)

ED 260 495 EA 017 922

Hansen, Kenneth H.
Tuition Tax Credits: Current Status and Policy Issues.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Pub Date—Mar 80

Note—8p.

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Constitutional Law, Court Litigation, Educational Change, Elementary Secondary Education, Parochial Schools, Policy Formation, Public Education, State Church Separation, State Departments of Education, *Tax Credits, *Tuition

Although providing tuition tax credits to parents of children in private schools could provide several social benefits, several difficulties stand in the way of adopting such a policy. The major difficulty is that tuition tax credits stand a good chance of being declared unconstitutional on First Amendment grounds. Tuition tax credit proposals have gone down to defeat in every state referendum in the past decade, yet additional proposals remain pending. Issues of particular concern to state education agencies are what purposes tuition tax credit proponents hope to achieve, what policies will be required to address those purposes, and how the adoption of a scheme for tuition tax credits would affect the delivery and cost of education. (PGD)

ED 260 496 EA 017 939

Miller, Ned A.
Nonsalary Compensation for Employees of Independent Schools.

National Association of Independent Schools, Boston, Mass.

Report No.—ISBN-0-934338-55-8

Pub Date—84

Note—44p.

Available from—Publication Sales, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Compensation (Remuneration), Elementary Secondary Education, *Fringe Benefits, Health Insurance, Insurance, *Private Schools, Retirement Benefits, *School Personnel, *Teacher Employment Benefits

Identifiers—*Deficit Reduction Act 1984

A guide, intended to help independent schools attract and retain competent people through appropriate compensation packages, provides the basis for a review of a school's current general benefits program. It also contains suggestions for improving compensation packages by offering a wider range of tax-favored nonsalary benefits without necessarily increasing the overall cost to the school. The first of four sections, "Capital Accumulation Plans," describes plans for pensions, tax-sheltered annuities, deferred compensation and continuation, and individual retirement accounts. "Financial Protection

Plans" describes 10 plans that provide medical and dental, disability, and death coverage; prepaid group legal coverage; and financial counseling. The third section, "Indirect Pay Plans," describes plans that cover professional memberships, tuition payments, dining hall privileges, automobile leasing, housing, and sabbatical leaves. The final section, "Cafeteria Compensation Plans," refers to plans that allow employees, within legal limits, to design benefit programs that meet their own particular needs. Concluding the guide are summaries of cafeteria plans and of the Deficit Reduction Act of 1984 that resolved many issues that surrounded cafeteria plans. (MLF)

ED 260 497 EA 017 941

Guide to Professional Resources for School Heads.
National Association of Independent Schools, Boston, Mass.

Pub Date—84

Note—27p.

Available from—Publication Sales, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108.

Pub Type—Reference Materials - Bibliographies (131) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Administration, Elementary Secondary Education, *Information Sources, Leaders Guides, Leadership, *Organizations (Groups), Private Education, *Private Schools, *Professional Services, *School Supervision

Identifiers—National Association of Independent Schools

The National Association of Independent Schools (NAIS) School Heads Advisory Committee has compiled this guide as a selected, annotated listing of professional organizations, leadership programs, and publications that have been found valuable by school heads in thinking about and carrying out their leadership roles. Each entry in the first two sections (professional organizations and leadership programs) includes the name, address, and phone number of the organization or program, a brief description thereof, and the name of a contact person. The third section is an annotated bibliography of publications. The committee intends to revise the guide annually. (TE)

ED 260 498 EA 017 942

Littleford, John C.
Faculty Salary Systems in Independent Schools: A Sequel.

National Association of Independent Schools, Boston, Mass.

Pub Date—84

Note—12p.; For the original 1983 report, see ED 238 173.

Available from—Publication Sales, National Association of Independent Schools, 18 Tremont Street, Boston, MA 02108.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Compensation (Remuneration), Elementary Secondary Education, Employer Employee Relationship, Merit Pay, Merit Rating, Participative Decision Making, *Private Schools, *Salary Wage Differentials, Teacher Attitudes, *Teacher Salaries

Identifiers—National Association of Independent Schools

"Faculty Salary Systems in Independent Schools" (1983) was a study of trends and patterns found in nine independent schools during 1982-83. The present document is a follow-up report, based on additional information gathered from seven salary seminars held for representatives of independent schools throughout the United States during 1983-84. Most of the information gathered from these seminars reinforces and supports the conclusions of the original report, but the patterns are clearer and more prevalent than one could presume on the basis of the original nine schools. The discussion is divided into the following sections: (1) patterns and directions, (2) the structure of school salary systems, (3) performance pay, (4) extracurricular pay, (5) teacher involvement in decision making, and (6) faculty satisfaction with salary systems. A summary follows, delineating two contrasting patterns in faculty salaries at independent schools: toward highly structured salaries on one hand, and toward performance pay on the other.

(TE)

ED 260 499 EA 017 943

Promotion/Retention: Policies and Guidelines.

Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools.

Pennsylvania State Dept. of Education, Harrisburg, PA.

Note—60p.; For documents in same series, see ED 238 572, ED 250 425-426, ED 253 621, ED 254 902, ED 256 650, and EA 017 944.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Failure, Academic Standards, Elementary Secondary Education, *Grade Repetition, Guidelines, Parent Teacher Cooperation, Policy Formation, Remedial Programs, *School Policy, *Student Placement, *Student Promotion, Surveys

Identifiers—Pennsylvania, Pennsylvania Department of Education

This handbook, issued in conjunction with the Governor's "Agenda for Excellence in Pennsylvania Public Schools," provides recommendations for revising promotion policies and practices in Pennsylvania schools. After a brief introduction, the results of a survey of promotion and retention practices are presented in summary form, followed by another brief summary of promotion/retention research studies. The main body of the handbook consists first of guidelines for developing or revising promotion/retention policies and procedures. These cover legal bases for policy, philosophy and goal, general promotion policy, developing criteria for retaining students, factors in the promotion/retention decision, alternatives to retention, who makes the promotion decision, and policy adoption and implementation. The next section provides descriptions of some promising practices, including early identification of problems, ungraded programs, home-school communication, mastery learning, tutoring, higher standards, and remedial/alternative programs. The handbook concludes with a checklist for policy development, and two appendixes provide sample forms and a review of the literature on social promotion and retention. (TE)

ED 260 500 EA 017 944

A Survey of Promotion Policies and Practices in Pennsylvania Schools. Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools.

Pennsylvania State Dept. of Education, Harrisburg, PA.

Note—41p.; For documents in same series, see ED 238 572, ED 250 425-426, ED 253 621, ED 254 902, ED 256 650, and EA 017 943.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Failure, Elementary Secondary Education, *Grade Repetition, Program Descriptions, *School Policy, *School Statistics, School Surveys, Student Certification, Student Evaluation, *Student Placement, *Student Promotion, Tables (Data)

Identifiers—Pennsylvania, Pennsylvania Department of Education

In the summer of 1984, the Pennsylvania Department of Education conducted a survey of promotion policies and practices in Pennsylvania schools in response to a request for information from the State Board of Education. This document presents the major findings from the analysis of data from the 423 school districts that completed the survey. A series of tables, with appended discussions, provide demographic information on the following: (1) distribution of respondents by class of district; (2) 1983-84 retention rates; (3) 1983-84 retention rates by grade level, statewide average, and district range; (4) written policies and guidelines; (5) credits required to pass; (6) district policy on the number of retentions; and (7) districts where promotion is permitted regardless of academic achievement. A concluding discussion identifies exemplary programs and practice related to promotion/retention in various schools throughout the state. Five appendixes provide instruments for the survey and selected narrative comments in response to survey questions, along with promotion and retention policies of the Commodore Perry School District, the Bellefonte Area School District, and the Shenandoah Valley School District. (TE)

ED 260 501 EA 017 945

Fair, Martha H. And Others

Title IX—The Regulation and the Grievance Process. Trainer Manual.

Colorado State Dept. of Education, Denver.

Pub Date—79

Note—134p.; Adapted/adopted from materials prepared for the Council of Chief State School Officers, Title IX Equity Workshop Project by Shirley McCune and Martha Matthews. For the participant workbook, see EA 017 946.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Educational Discrimination, Equal Protection, *Federal Legislation, *Grievance Procedures, Nondiscriminatory Education, Orientation Materials, Sex Bias, Sex Discrimination, *Sex Fairness, Training Methods, *Workshops
Identifiers—*Title IX Education Amendments 1972

The Title IX/Sex Equity training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. This manual provides session outlines, activities, and materials for facilitators and participants in a 3 1/2 to 4 hour Title IX/sex equity workshop. Objectives of the session are (1) to review the requirements of the regulation to implement Title IX of the Education Amendments of 1972 and to give participants an opportunity to assess their own understanding of Title IX requirements; (2) to inform participants about the significance and the structural components of Title IX grievance procedures; and (3) to increase participants' understanding and skills in identifying Title IX violations and in formulating appropriate remedial actions. Accordingly, the manual provides instructions for a group session comprising three activities: (1) "Title IX—The Requirements of the Implementing Regulation"; (2) "The Title IX Grievance Process: Developing an Internal Grievance Procedure"; and (3) "Implementing the Grievance Process: What Constitutes Discrimination?" Each activity consists of a lecture, individual activities, small group activities, and a large group discussion. 15 participant worksheets are included, along with 5 appendices providing various resources for the workshop. (TE)

ED 260 502

EA 017 946

Fair, Martha H. And Others

Title IX—The Regulation and the Grievance Process. Participant Workbook.

Colorado State Dept. of Education, Denver.

Pub Date—79

Note—80p.; Adapted/adopted from materials prepared for the Council of Chief State School Officers, Title IX Equity Workshop Project by Shirley McCune and Martha Matthews. For the trainer manual, see EA 017 945.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Discrimination, Equal Protection, *Federal Legislation, *Grievance Procedures, Nondiscriminatory Education, Sex Bias, Sex Discrimination, *Sex Fairness, Worksheets, *Workshops
Identifiers—*Title IX Education Amendments 1972

The Title IX/Sex Equity training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. This workbook, to be used in conjunction with the trainer manual, provides 15 worksheets for use by participants in a 3 1/2 to 4 hour Title IX/sex equity workshop, whose objectives are (1) to review the requirements of the regulation to implement Title IX of the Education Amendments of 1972 and to give participants an opportunity to assess their own understanding of Title IX requirements; (2) to inform participants about the significance and the structural components of Title IX grievance procedures; and (3) to increase participants' understanding and skills in identifying Title IX violations and in formulating appropriate remedial actions. These worksheets include a checklist for evaluating the content of grievance procedures, the Harper Valley School District Title IX Grievance Procedure, a series of case studies for analysis, and eight sample Title IX grievances. Six appendices provide the following resources: (1) text of Title IX and a summary of the implementing regulation; (2) components of a grievance procedure; (3) guide to filing a Title IX complaint; (4) definitions; (5) suggested answers to case

study discussion questions; and (6) analyses of sample Title IX grievances. A workshop evaluation sheet is included. (TE)

ED 260 503

EA 017 947

Fair, Martha H. And Others

Implementing Title IX and Attaining Sex Equity: The Administrator's Role. Trainer Manual.

Colorado State Dept. of Education, Denver.

Pub Date—79

Note—224p.; Adapted/adopted from materials prepared for the Council of Chief State School Officers, Title IX Equity Workshop Project by Shirley McCune and Martha Matthews. For the participant workbook, see EA 017 948.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Administrator Responsibility, Administrator Role, *Compliance (Legal), Educational Discrimination, Elementary Secondary Education, Equal Protection, *Federal Legislation, Nondiscriminatory Education, Orientation Materials, Sex Bias, Sex Discrimination, *Sex Fairness, Training Methods, *Workshops
Identifiers—*Title IX Education Amendments 1972

The Title IX/Sex Equity training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. This manual provides session outlines, activities, and materials for elementary and secondary school administrators in a six-hour Title IX/sex equity workshop. Objectives of the session are (1) to share progress, problems, and concerns related to administration of Title IX compliance efforts, and to review the five basic compliance procedures required by the Title IX regulation; (2) to provide participants the opportunity to consider the role of Title IX coordinator in their own agencies; (3) to consider problems related to the implementation of the Title IX grievance procedure; (4) to provide a framework for institutional self-evaluations under Title IX; (5) to provide criteria for evaluating Title IX compliance activities; and (6) to provide participants with problem-solving activities related to Title IX compliance. Accordingly, the manual provides instructions for a group session comprising 11 activities related to these areas. Each activity consists of a lecture, individual activities, small group activities, and a large group discussion. 15 participant worksheets are included, along with a workshop evaluation sheet and 11 appendices providing various resources for the workshop. (TE)

ED 260 504

EA 017 948

Fair, Martha H. And Others

Implementing Title IX and Attaining Sex Equity: The Administrator's Role. Participant Workbook.

Colorado State Dept. of Education, Denver.

Pub Date—79

Note—130p.; Adapted/adopted from materials prepared for the Council of Chief State School Officers, Title IX Equity Workshop Project by Shirley McCune and Martha Matthews. For the trainer manual, see EA 017 947.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Responsibility, Administrator Role, *Compliance (Legal), Educational Discrimination, Elementary Secondary Education, Equal Protection, *Federal Legislation, Nondiscriminatory Education, Sex Bias, Sex Discrimination, *Sex Fairness, Worksheets, *Workshops
Identifiers—*Title IX Education Amendments 1972

The Title IX/Sex Equity training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. This workbook, to be used in conjunction with the trainer manual, provides 15 worksheets for use by administrators in a Title IX workshop on implementing sex equity. The first five worksheets cover such topics as Title IX implementation, the role of the Title IX coordinator, Title IX self-evaluations, and monitoring and problem solving. These are followed by nine worksheets for group analysis of a hypothetical school district scenario. The final worksheet is on the topic of improving Title IX implementation. Eleven appendices provide suggested answers for the various decision making exercises, a glossary of terms relating to grants and contracts, sources of funding, and

a summary of the implementing regulations for Title IX. (TE)

ED 260 505

EA 017 949

McCune, Shirley Matthews, Martha

Planning for Change: Title IX and Sex Equity. Trainer Manual.

Colorado State Dept. of Education, Denver.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—128p.; Prepared by Title IX Sex Equity Program. Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshops Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, sponsored by the U.S. Office of Education. For a related document, see EA 017 950.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Change Agents, *Change Strategies, *Compliance (Legal), Elementary Secondary Education, Federal Legislation, Federal Programs, Grievance Procedures, Models, Needs Assessment, *Organizational Change, Postsecondary Education, School Districts, School Personnel, Sex Bias, Sex Discrimination, *Sex Fairness, State Departments of Education, *Workshops
Identifiers—Facilitators, Title IX Education Amendments 1972

This training model was designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The model was utilized and tested in 20 regional workshops by the Council of Chief State School Officers' Title IX Equity Workshops Project. Intended for use by the trainer, each of the five session outlines includes a lecture to introduce new concepts and activities that are designed to increase participants' understanding of particular problems related to sex equity and of the steps to be taken and the principles to be followed in achieving sex equity. Also included in each session are experiential activities, skills practice activities, and action-planning activities. The appendices make up almost one-third of the document and contain the following: (1) an answer sheet for diagnosing sex equity interventions, (2) a summary of the implementation regulations for Title IX, (3) grievance and compliance procedures for enforcing Title IX, (4) sources of funding—examples of Department of Education funds, and (5) a glossary of terms relating to contracts and grants. (MLF)

ED 260 506

EA 017 950

McCune, Shirley Matthews, Martha

Planning for Change: Title IX and Sex Equity. Participant Workbook.

Colorado State Dept. of Education, Denver.

Pub Date—80

Note—76p.; Prepared by Title IX Sex Equity Program. Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshops Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, sponsored by the U.S. Office of Education. For a related document, see EA 017 949.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Change Agents, *Change Strategies, *Compliance (Legal), Elementary Secondary Education, Federal Legislation, Federal Programs, Grievance Procedures, Models, Needs Assessment, *Organizational Change, School Districts, School Personnel, Sex Bias, Sex Discrimination, *Sex Fairness, State Departments of Education, *Workshops
Identifiers—Facilitators, Title IX Education Amendments 1972

This participant workbook is part of the training model designed to assist educational personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. An information sheet and three worksheets are provided to cover the following areas: (1) diagnosing local education agency needs and planning technical assistance efforts, (2) diagnosing sex equity interventions, (3) assessing conditions for change, and (4) Title IX action planning. The appendices duplicate those in the trainer manual. (MLF)

ED 260 507

EA 017 955

Phipps, Lloyd J. Kneil, Kenneth

The How of Successful Citizen Advisory Committee Operation. A Research and Development Project: Citizen Participation in Policy Making for Public Schools in Illinois.

Illinois Citizens Education Council; Illinois Univ., Urbana. Urban Educational Development Lab. Pub Date—85

Note—43p.

Available from—Publication Sales, Agricultural Education Division, University of Illinois, 357 Education Building, 1310 South Sixth Street, Champaign, IL 61820 (\$1.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Advisory Committees, Advocacy, *Citizen Participation, *Citizens Councils, Community Involvement, Community Organizations, *Consultants, Elementary Secondary Education, *Participative Decision Making, Policy Formation, Questionnaires, School Community Relationship, State Action, State School District Relationship

Identifiers—Illinois, Illinois Citizens Education Council

As a means of encouraging the formation of school-sponsored, citizen advisory committees, the Illinois Citizens Education Council embarked on a 3-year research and development project. This publication describes this project and thereby serves as a guide for organizing and using citizens' education advisory committees. Specific objectives of the project were to determine the most rewarding activities and procedures, and to provide resources for local citizen advisory committees. These include improved selection procedures, demonstration centers, consultants from Illinois colleges and universities, lines of communication, and information. Project organization procedures are described, followed by evaluation methods, organization of committees, and accomplishments in the areas of school policy, school programs, communication between school and community, and other activities. The study investigated committee morale and relationships, committee operation, and reactions of the chairpersons of citizen advisory committees and of college and university consultants. A summary provides recommendations from citizen advisory committees on the following issues: purpose of committees, selection of members, basic rules of operation, affiliated committees, school policy, programs of schools, public information, attitudes toward schools, undesirable activities, and inservice education. Appendixes provide instrumentation used in the project, guidelines for the organization and operation of citizen advisory committees, and sample materials. (TE)

ED 260 508

EA 017 956

Anderson, Kent C.

Early Prevention of School Failure.

Pub Date—85

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, Curriculum Guides, *Developmental Disabilities, Educational Change, Elementary Secondary Education, Evaluation, Learning Disabilities, *Learning Modalities, Recordkeeping, Remedial Programs, *Screening Tests, Skill Analysis, Skill Development, Student Development

Identifiers—*Early Prevention of School Failure, Nation at Risk (A)

The Early Prevention of School Failure (EPSF) program developed by Dr. Lucille Werner is presented. The program is designed to identify and remediate developmental deficiencies of four-, five-, and six-year-old children and has been accepted in the National Diffusion Network as a nationally validated program. The main program components are screening and team conferencing, and systematic remediation and individualized followup. Five tests are used in the screening process: (1) the Peabody Picture Vocabulary, (2) the Visual Motor Integration test, (3) the Goodenough Draw-a-Person, (4) the Revised Motor Activity Scale, and (5) the Preschool Language Scale. The remediation part of the program is done through participation in daily modalities periods in which the skills needed are practiced. The program provides curriculum guides, sources, and ideas for materials, as well as activity guides for teacher use. A long term evaluation of the program strongly suggests EPSF has positive long

range effects. (MD)

ED 260 509

EA 017 957

Epley, B. Glen

Recent Litigation Concerning Separation of Church and State.

Pub Date—7 Dec 84

Note—33p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (30th, Williamsburg, VA, December 6-8, 1984).

Pub Type—Opinion Papers (120)—Legal/Legislative/Regulatory Materials (090)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Compliance (Legal), *Court Litigation, Elementary Secondary Education, Legal Problems, Legal Responsibility, *Parochial Schools, Private School Aid, *Religion, Religious Education, Religious Organizations, *School Law, *State Church Separation

Identifiers—*First Amendment, School Prayer

This paper reviews First Amendment federal court cases pertaining to religion in schools, suggesting that the findings reveal a judiciary uncertain of where to strike a balance between the interests of the majority and the rights of the minority. The first area discussed is public aid to private schools. The cases covered in this discussion illustrate why courts have had difficulty defining with precision the wall separating church from state in private school aid: children benefit from such aid, but so do religious organizations. The next area covered is prayer and Bible reading in public schools, an extraordinarily sensitive component of constitutional law on account of the religious diversity and the sense of duty to individual principle inherent in our populace. The third area of litigation discussed is student religious meetings in public school facilities, because this issue is affected by the Equal Access Act (1984). This is followed by a discussion of the regulation of parochial schools, an area characterized by conflict between the compelling state interest in high-quality education for all children and the constitutional rights of those children who attend parochial schools and their parents. The conclusion suggests that jurists are unlikely to develop unambiguous criteria for delineating the proper distance between church and state. Notes are included. (TE)

ED 260 510

EA 017 958

Bruno, Rosalind

School Enrollment—Social and Economic Characteristics of Students: October 1981 and 1980. Current Population Reports: Population Characteristics.

Bureau of the Census (DOC), Suitland, Md.

Pub Date—Jul 85

Note—147p.; Document contains small print.

Journal Cit—Current Population Reports; Series P-20 n 400 Jul 1985

Pub Type—Numerical/Quantitative Data (110)—Collected Works - Serials (022)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Age, *Census Figures, Courses, Early Childhood Education, Elementary Secondary Education, *Enrollment, Enrollment Trends, Ethnic Groups, Family Income, Marital Status, National Surveys, Place of Residence, Postsecondary Education, Private Schools, Public Schools, Race, *School Statistics, Sex, *Student Characteristics, Tables (Data)

Fifty-one detailed tables provide information about educational and socioeconomic characteristics of students nationwide. Nursery school and college were the only levels of school with higher enrollment in 1981 than in 1970—88 percent and 45 percent higher, respectively. At the college level, the enrollment of more women and more older students (22 to 34 years old) has contributed to the 45 percent increase from 7.4 million students in 1970 to 10.7 million in 1981. Data are also presented from an October 1979 survey concerning college plans of high school students and specific types of courses high school students were taking. The socioeconomic characteristics covered include age, sex, race or ethnic group, residence in metropolitan or nonmetropolitan areas, marital status, family income, and membership in the labor force. The educational characteristics considered comprise enrollment at all educational levels (from preschool through higher education), educational attainment, public or private control of the institution, full- or part-time enrollment, and two-year and four-year college attendance. Appendixes extend the data back in time, as far as 1947 for some characteristics;

define the methodological parameters of the report; and show the October 1979 enrollment status and college plans of high school students. (MLF)

ED 260 511

EA 017 960

Yackel, Ivan

An Analysis of Leadership Styles and Stress in the Rural Principals.

Saskatchewan School Trustees Association, Regina. Research Centre.

Report No.—SSTA-R-R-100

Pub Date—Jan 84

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Attitude Measures, Correlation, Elementary Secondary Education, Foreign Countries, *Leadership Styles, *Principals, Questionnaires, Rural Schools, Statistical Surveys, *Stress Management, Stress Variables

Identifiers—Saskatchewan

The purpose of this study was to determine the nature of the relationship between leadership style and administrative stress in the rural principalship. Administrative stress was examined in terms of boundary-spanning, role-based, conflict-mediating, and task-based stressors, using measures of both frequency and intensity. The potential role of methods of coping with stress employed by principals, as a moderator variable, was recognized and analyzed for its influence on the above relationship. The questionnaire format, administered to male principals of K-12 and 1-12 schools in rural Saskatchewan, consisted of 11 demographic questions, the Least Preferred Coworker Instrument (LPC), the Administrative Stress Index (ASI) (frequency), the ASI (intensity), and a Coping Mechanisms section that asked respondents to rank the three methods they used most frequently for coping with stress. A Pearson's *r* correlation matrix was used to compare leadership style as measured by the LPC with the total frequency of administrative stress and its four sources. T-tests were run on the coping methods used by high LPC and low LPC principals. The study found no relationship between leadership style chosen (as measured by the LPC) and sources, frequency, or intensity of administrative stress experienced (as measured by ASI instruments), nor between most frequent methods of coping and the other variables. (Author/TE)

ED 260 512

EA 017 961

Thompson, Loraine

Academic Development in the Effective School: A Review of the Literature.

Saskatchewan School Trustees Association, Regina. Research Centre.

Report No.—SSTA-R-R-106

Pub Date—Mar 84

Note—29p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Role, Classroom Techniques, Discipline, Educational Assessment, Elementary Secondary Education, Mastery Learning, *Principals, *School Effectiveness, School Role, School Supervision, *Standardized Tests, Teacher Education, *Teacher Effectiveness, Time on Task

This literature review examines the teaching techniques and school environments that have been linked with high scores on standardized tests. It describes the strategies that might be used to achieve one particular educational goal, while making teachers aware that trade-offs are required when they choose to emphasize one particular goal. The introduction discusses the question of educational goals in general and provides a background to effective schools research. The second section reviews research on the characteristics of the effective school: expectations, leadership, school environment, academic emphasis, school goals, and monitoring and assessing pupil performance. The third section focuses on the effective principal, while the fourth covers aspects of teacher effectiveness: expectations, academic learning time, classroom management, teacher preparation, discipline, direct instruction, success rate, and mastery learning. The human side of the effective school is touched on briefly, followed by a conclusion summarizing the implications of the research. References are included. (TE)

ED 260 513

EA 017 962

Fudwal, Rum S.

The Relationship of Self-Concept to Intelligence, Anxiety and Academic Achievement.
Saskatchewan School Trustees Association, Regina.
Research Centre.
Report No.—SSTA-R-R-108
Pub Date—Apr 84
Note—14p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Academic Persistence, *Anxiety, Attitude Measures, Elementary Secondary Education, Foreign Countries, Intelligence, *Psychological Patterns, Rural Schools, *Self Concept, Student Attitudes, Student Motivation, Student Needs
Identifiers—Saskatchewan

This study examined the relationship of self-concept to intelligence, anxiety, and academic persistence and achievement among young adolescents in a rural school division in Saskatchewan. Eighty-five students in grades 7 and 8 were administered the Piers-Harris Children's Self-Concept Scale, Sarason's Test Anxiety Scale, Sarason's General Anxiety Scale for Children, and a Demographic Information Inventory. Information about the subjects' IQ and CTBS scores and first term marks in English, social studies, science, and mathematics was obtained from school records. Statistical procedures used to analyze the data revealed that self-concept and intelligence were not significantly correlated; that self-concept and both test and general anxiety had a significant negative correlation; and that self-concept and academic achievement had a significant positive correlation, both with and without the intelligence factor included. (TE)

ED 260 514 EA 017 963
Lindelow, John
The Grade Retention/Social Promotion Debate.
ERIC Clearinghouse on Educational Management,
Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Nov 85
Contract—400-83-0013
Note—6p.

Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Arlington, VA 22314 (\$2.00, prepaid; quantity discounts).

Journal Cit—Research Roundup; v2 n1 Nov 1985
Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Failure, Age Grade Placement, Elementary Secondary Education, *Grade Repetition, Grades (Scholastic), Learning Problems, *Low Achievement, Preschool Education, Research Needs, Student Improvement, Student Placement, *Student Promotion, Underachievement

Identifiers—Aumsville School District OR, Austin Independent School District TX, Pinellas County School System FL

This publication focuses on the retention/promotion debate regarding failing and low-achieving students. An introductory essay describes the inherent limitation in the research done on this issue—the impossibility of obtaining an appropriate control group—and suggests that the retention/promotion quandary can best be resolved by accommodating the present educational system to the special needs of low-achieving students. Thereafter, five recent studies on this issue are summarized and reviewed. The first, by Doug Chafe, is a review of the literature on criteria for retention or promotion. The second, by Jane K. Elligett and Thomas S. Tocco, describes the stringent promotion/retention policy in Pinellas County, Florida, and analyzes its results. The third, by Nancy B. Schuyler, is a technical report from the Austin (Texas) Independent School District on its new stringent promotion/retention policy at the elementary level. Fourth is a California study, by Jonathan Sandoval and G. Penae Hughes, that analyzed a wide variety of indicators to determine predictors of success for retained first-grade students. The final study, by Marilyn Pheasant, describes a first-grade readiness program at the Aumsville (Oregon) School District. ERIC document numbers are noted. (TE)

ED 260 515 EA 017 964
Myers, John W.
Involving Parents in Middle Level Education.
National Middle School Association, Columbus,

OH.

Pub Date—85
Note—55p.

Available from—Publication Sales, National Middle School Association, P.O. Box 14822, Columbus, OH 43214.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Elementary Secondary Education, *Family Involvement, Family Programs, Intermediate Grades, Middle Schools, *Parent Participation, *Parent School Relationship, Program Descriptions, Program Design, *Program Development, *Volunteers
Identifiers—In School Suspension

This monograph offers suggestions to teachers and administrators for involving parents in middle school programs. It outlines the reasons for encouraging such involvement, identifies some of the roles parents may play, and delineates the steps to be taken in establishing a program that taps the time and talents of parents and other adults. Detailed descriptions are included of six ongoing programs from around the country that strengthen the school-home bond: "New Ways to Involve Parents" from Hopkins West Junior High School in Minnetonka, Minnesota; "Project Adolescent" at Amherst Middle School in Amherst, New Hampshire; "Adolescent Behavior Educational Seminar" from Humboldt Junior High School in Dewey, Arizona; "Successful Home/School Interaction" from Hines Middle School in Newport News, Virginia; "ISS (in-school suspension) Program" at Burley Middle School in Charlottesville, Virginia; and "Parents for Excellence in Education" programs at Weisenborn Junior High School in Huber Heights, Ohio. References for additional information are included, along with an appendix that provides 13 tips for parents working with their middle school students at home and a flyer designed to assist schools in attracting parents to various volunteer roles. (TE)

ED 260 516 EA 017 965
Swain, John Needham, Richard
In Search of Excellence: The National Reports—Implications for Middle Schools.
National Middle School Association, Columbus, OH.

Pub Date—84
Note—59p.

Available from—Publication Sales, National Middle School Association, P.O. Box 14822, Columbus, OH 43214 (\$5.95; quantity discounts).

Pub Type—Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Educational Change, Educational Development, *Educational Improvement, Elementary Secondary Education, Government School Relationship, *Intermediate Grades, *Middle Schools, National Programs, Politics of Education, *Reports, *School Effectiveness
Identifiers—100 Good Schools, Action for Excellence, *Excellence in Education, Nation at Risk (A), Study of Schooling (A)

This monograph examines recommendations and concerns raised by recent reports of the National Commission on Excellence in Education and other organizations and considers the possible ramifications for middle school education. The monograph is organized into five sections. The first provides an overview of the following five studies: "Action for Excellence," "High School," "A Nation at Risk," "A Place Called School," and "One Hundred Good Schools." Section 2 is a more specific treatment of the implications of these reports for middle schools. It consists of observations by four middle school educators who were involved with the reports: Conrad F. Toepfer, Jr., "Accent on the Positive: What Is Really Effective in Today's Education"; Bruce Bombacher, "Beyond the Rhetoric: Actions and Implications for the Practitioner"; Craig M. Bowman, "Educational Improvement: A View from the Trenches"; and James P. Garvin, "Common Denominators in Effective Middle Level Schools." Section 3, "Achieving Educational Reform" by Daniel J. Burke, is a strong and pointed statement regarding the role educators should play in creating educational reform. Section 4 provides concluding remarks regarding the whole issue of middle school education and the prospect of educational change. The final section lists commission reports and studies of schooling, as well as documents and journal articles that give reactions, critiques, and summaries. A biographical note on the authors is included.

(TE)

ED 260 517 EA 017 966
Lounsbury, John H., Ed.
Perspectives: Middle School Education, 1964-1984.

National Middle School Association, Columbus, OH.
Pub Date—84
Note—194p.

Available from—Publication Sales, National Middle School Association, P.O. Box 14822, Columbus, OH 43214 (\$9.95; quantity discounts).

Pub Type—Opinion Papers (120) — Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Curriculum Design, Elementary Secondary Education, Inservice Teacher Education, Instructional Design, Instructional Development, *Intermediate Grades, Junior High Schools, Junior High School Students, *Middle Schools, Pre-adolescents, School Supervision, Secondary School Curriculum, Teacher Education
Identifiers—National Middle School Association

This collection of essays provides extensive background information and varied views on the history, philosophy, and curriculum of the middle school as a movement or as an educational design for pre- and early adolescents. After a brief prologue by editor John H. Lounsbury, 14 essays by separate authors are presented: "The Junior High School: Successes and Failures" by George E. Melton; "The Middle School Emerges and Flourishes" by William M. Alexander; "The Nature of Transescents" by Donald H. Eichhorn; "The Functions of Middle Level Schools" by Gordon F. Vars; "Middle School Instructional Organization: An Emerging Consensus" by Paul S. George; "Balance in the Middle School Curriculum" by Mary F. Compton; "Selecting Appropriate Instructional Strategies" by Alfred A. Arth; "The Generics of Middle School Teaching" by Nancy Doda; "Administering a Middle School" by Elliot Y. Merenbloom; "Preparing Teachers for the Middle School" by C. Kenneth McEwin; "Staff Development and In-Service Education" by Conrad F. Toepfer, Jr.; "A Synthesis of Research Findings on Middle Level Education" by J. Howard Johnston; and "The Development of the National Middle School Association" by Winston Pickett. An epilogue follows, also by the editor, entitled "Unfinished Business: An Agenda for the Next Decade." Appended are a list of the presidents of the National Middle School Association (NMSA), a directory of the authors in this volume, and a list of NMSA publications. (TE)

ED 260 518 EA 017 969
Standards for Quality Elementary Schools, Kindergarten through Eighth Grade.
National Association of Elementary School Principals, Alexandria, VA.

Pub Date—84
Note—62p.

Available from—Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Administrator Role, *Educational Assessment, Educational Environment, Educational Improvement, *Educational Quality, Elementary Education, Elementary School Curriculum, *Elementary Schools, Inservice Teacher Education, Instructional Improvement, *School Effectiveness, School Supervision, *Standards

Identifiers—National Association Elementary School Principals

This document states the position of the National Association of Elementary School Principals regarding the essential ingredients of a fine elementary or middle school. It combines the findings of current research on effective schooling with the practical, on-site experience of working principals. After a brief introduction, these standards are grouped into seven major categories: organization, leadership, curriculum, instruction, training and development, school climate, and evaluation and assessment. Contained within these 7 categories are 21 "standards of excellence," each accompanied by a number of "quality indicators" useful for assessing the extent to which a particular standard is being met. Appendixes provide (1) a checklist for assessing the extent to which a particular school meets these standards, and (2) a guide for developing a

school improvement plan. (TE)

ED 260 519

EA 017 971

Legislative Package 1985.

Illinois State Board of Education, Springfield.

Pub Date—85

Note—265p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Administrator Qualifications, Curriculum Development, Educational Administration, Educational Assessment, Educational Finance, Educational Improvement, Elementary Secondary Education, Instructional Improvement, Outcomes of Education, Personnel Management, Scholarships, *State Action, *State Boards of Education, *State Legislation, *State Programs, *Statewide Planning, Student Promotion, Teacher Certification, Teacher Qualifications, Urban Schools

Identifiers—*Illinois, Illinois State Board of Education

This document describes the education legislation adopted by the 1985 Illinois General Assembly session on educational reform. An introductory overview (1) describes the process of reviewing state education mandates, beginning in 1981, which laid the foundations for the public policy discussions of the 1985 General Assembly, and (2) summarizes the major educational reforms adopted in response to issues identified during this process. An index to these education initiatives follows. Thereafter, specific legislation is summarized for each of the following major areas: (1) instructional programs (schooling/assessment/accountability, curricular areas, early childhood education, special populations, and special education); (2) personnel (scholarships, teacher training programs, certification, staff development, personnel evaluation, and retirement); (3) organization and administration (district organization/service delivery systems, transportation, student records, child protection services, school environment/discipline, and other areas); (4) school finance; (5) Chicago (urban school legislation); (6) state activities; and (7) miscellaneous (local district responsibilities and practices, financial practices related to local units of government, enterprise zones, and other areas). (TE)

ED 260 520

EA 017 972

Governor's Select Advisory Commission for Primary and Secondary Education Final Report. 1984.

Indiana Governor's Select Advisory Commission for Primary and Secondary Education, Indianapolis.

Pub Date—Nov 84

Note—124p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Continuing Education, Curriculum Design, Educational Administration, Educational Improvement, Educational Innovation, Elementary Secondary Education, Gifted, Private Schools, School Community Relationship, *State Action, *State Agencies, State Legislation, *State Programs, State School District Relationship, *State Standards, *Statewide Planning, Teacher Certification

Identifiers—*Indiana

This report presents the 1984 recommendations of the Governor's Select Advisory Commission for Primary and Secondary Education for the state of Indiana. These recommendations emphasize four general areas: basic educational outcomes, the financing of schools, personnel efficiency and productivity for achieving excellence, and extensions of learning opportunities. After an executive summary and an introductory section describing procedures and basic assumptions, the report is divided into specific recommendations on the following: (1) state law and rule-making authority, (2) curriculum and program emphasis, (3) innovative educational programs, (4) teacher certification requirements, (5) continuing education requirements, (6) growth in administrative personnel, (7) public input process, (8) school finance and quality education, (9) cooperation with nonpublic educational programs, (10) programs for gifted and talented students, and (11) other needed improvements. A brief summary conclusion is followed by a set of eight appendices providing the text of Public Law 229 (creating the commission and stipulating its objectives), minutes from commission meetings, and other assorted ref-

erence materials. (TE)

EC

ED 260 521

EC 180 284

Gill, Wanda E.

The Challenge to Conventional Assessment and Teaching Methods of Hearing Impaired Learners by Reaven Feuerstein's Theory and the Learning Potential Assessment Device. Draft.

Pub Date—84

Note—21p.

Pub Type—Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Cognitive Processes, Elementary Secondary Education, *Hearing Impairments, *Metacognition, Program Development

Identifiers—*Instrumental Enrichment

The paper reviews research on severe and profound hearing loss and notes implications for hearing impaired students of instrumental enrichment (IE), a cognitive learning approach featuring metacognition. The development of IE by R. Feuerstein is traced to initial work with disadvantaged groups who emigrated to Israel. Noted are such characteristics of IE as bridging exercises to promote transfer of skills to real life situations and content-free materials. IE goals are listed, including correcting deficient cognitive functions, developing motivation to work on a task because of the nature of the task and its mastery, and helping slow performers change attitudes toward themselves. A functional listing of program characteristics developed by R. Feuerstein is appended as is a brief description of the application of the model at Gallaudet College. A seven-page reference list concludes the document. (CL)

ED 260 522

EC 180 286

Meyers, Abbey S.

Serving Clients with Tourette Syndrome: A Manual for Service Providers.

Tourette Syndrome Association, Inc., New York, NY. Dept. of Family and Professional Services.

Pub Date—84

Note—19p.; Funding for this document provided by a grant from the New York State

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Problems, Clinical Diagnosis, Counseling Techniques, *Developmental Disabilities, Elementary Secondary Education, Etiology, *Intervention, *Student Characteristics

Identifiers—*Tourette Syndrome

The booklet is intended to provide an overview of Tourette Syndrome, (TS), a neurological movement disorder characterized by multiple involuntary tics, uncontrollable vocalizations, and a range of behavior problems including attention deficit and hyperactivity. Typical characteristics of TS are described along with information on etiology, diagnosis, and treatment. Among educational implications considered are the incidence of learning disabilities and common problems of attention, handwriting difficulties, and the compounding difficulties of stress. Case studies illustrate management of TS individuals in school and in the workplace (through vocational rehabilitation). Special considerations for institutionalized, mentally retarded and autistic, as well as normal intelligence individuals with TS are examined. Implications for mental health practitioners are discussed in terms of counseling needs for the individual and family. (CL)

ED 260 523

EC 180 287

Froschl, Merle And Others

Including All of Us: An Early Childhood Curriculum about Disability.

Educational Equity Concepts, Inc., New York, NY. Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Report No.—ISBN-0-931629-00-4

Pub Date—84

Note—143p.

Available from—Educational Equity Concepts, 440 Park Ave. South, New York, NY 10016 (\$10.95; 20% discount for 10 or more).

Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Attitude Change, *Curriculum Development, Curriculum Guides, *Disabilities, *Early Childhood Education, Hearing Impairments, Multicultural Education, Physical Disabilities, *Role Models, Stereotypes, Student Attitudes, Transportation, Visual Impairments

The book is intended as a guide for creating an early childhood curriculum that is inclusive, non-sexist, multicultural and includes images and role models of children and adults with disabilities. A brief history of Project Inclusive is followed by an introduction tracing the project's assumptions regarding role models, stereotypes based on disabilities, language bias, and ways to incorporate disability awareness into the curriculum. Suggestions for introducing an inclusive curriculum into the standard early childhood curriculum are offered, followed by a description of activities in three traditional preschool units: same/different, body parts, and transportation. Each unit incorporates one disability (hearing impairments, visual impairment, and mobility impairment, in that order). Each unit contains an overview, a preliminary activity, and six sequential activities. The overviews examine ways in which learning about disabilities extends good early childhood practices. A resource list includes an annotated bibliography of curriculum materials, children's books, and background reading for teachers and parents. (CL)

ED 260 524

EC 180 288

Barringer, M. D. Kosal-Smith, C.

Really Together Now! A Resource and Activity Guide for the Developmentally Disabled. Molehills Out of Mountains.

Wayne County Intermediate School District, Detroit, Mich.

Spons Agency—Department of Education, Washington, DC.

Pub Date—85

Note—94p.; Sequel to "All Together Now" (ED 246 601). Document contains small print.

Available from—You're Exceptional, 8313 Grayfield, Dearborn Heights, MI, 48127 (\$2.50).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Developmental Disabilities, *Large Group Instruction, Learning Activities, Lesson Plans, *Severe Disabilities, Teaching Methods, Units of Study

The booklet describes approaches to teaching a large group of severely developmentally disabled students. The book begins with a review of the circle time format intended to foster motivation through a sense of playfulness, novel items, and opportunities for student participation and response. A theme approach to planning is advocated, and examples of some popular units using the calendar are given along with corresponding activities (including circuses and St. Patrick's Day). A multidisciplinary effort is featured in the description of lesson plans on home living developed by a speech/language pathologist and an occupational therapist. Additional lesson and theme plans are offered for music, creative movement, and cooking. (CL)

ED 260 525

EC 180 289

Ack, Adrienne And Others

Building Community: A Manual Exploring Issues of Women and Disability.

Educational Equity Concepts, Inc., New York, NY. Spons Agency—Ms. Foundation for Women, Inc., New York, N.Y.

Report No.—ISBN-0-931-62901-2

Pub Date—84

Note—66p.; A part of the Women and Disability Awareness Project.

Available from—Educational Equity Concepts, 440 Park Ave. S., New York, NY 10016 (\$8.50 plus \$1.50 postage and handling; 20% discount for 10 or more copies).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil Rights, *Disabilities, *Females, Handicap Discrimination, Political Influences, *Sex Discrimination, Social Bias

Intended for feminist, educational, and disability rights groups, the manual examines the connection between discrimination based on gender and discrimination based on disability. Disability is addressed as a political, civil rights issue, a human relations issue, and as a personal experience. Background information on the disability rights move-

ment and on the double discrimination faced by women with disabilities is considered. A format is presented for a 3-hour workshop to raise awareness about attitudes towards disability, parallel concerns of disabled and nondisabled women, the importance as role models of adults with disabilities, and disability as an equity issue. Workshop materials are provided, including biographical sketches of notable women with disabilities and discussions of action strategies for organizational change. Five readings on the topic are appended. (CL)

ED 260 526

EC 180 290

Lorimer, David

The Use of Computers and Video Games in Brain Damage Therapy.

Pub Date—85

Note—27p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adventitious Impairments, *Computer Assisted Instruction, *Computer Software, *Neurological Impairments, *Rehabilitation, Therapy

The use of computer assisted therapy (CAT) in the rehabilitation of individuals with brain damage is examined. Hardware considerations are explored, and the variety of software programs available for brain injury rehabilitation is discussed. Structured testing and treatment programs in time measurement, memory, and direction finding are described, as well as such unstructured programs as games, puzzles, and educational routines. The use of video games to heighten interest and motivation is noted. Two case studies are offered which compare conventional therapy and CAT for head injury victims. The paper concludes with a brief discussion of problems in rehabilitation of persons with head injuries, including resistance of insurance companies to pay for computer equipment. (CL)

ED 260 527

EC 180 291

Preschool Handicapped Programs. (Superintendent of Public Instruction.) Report No. 84-4.

Washington State Legislature, Olympia. Legislative Budget Committee.

Pub Date—Aug 84

Note—92p.; Appendix 4 contains marginally legible print.

Pub Type—Reports - Evaluative (142) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Disabilities, Eligibility, *Preschool Education, *Program Evaluation, State Standards, Student Placement

Identifiers—Washington

The report presents findings of an audit of preschool special education programs in Washington State. It was found that the enrollment had quadrupled since 1978-79, with the majority of programs center-based. Three school districts over-reported preschool handicapped enrollment, and suggestions are offered for revising enrollment audits and monitoring. Children with quantifiable conditions amounted to 41.5% of the total enrollment, while the remainder were classified in categories usually considered mild. Eligibility and assessment standards were examined and recommendations made for revision. Funding practices as they related to severity ratios and staffing ratios were analyzed, as were estimated revenues and expenditures in eight school districts. Absence of program data was noted as a major obstacle to determining the appropriateness of local program expenditures. Recommendations were made for enforcing state rules encouraging mainstreaming of handicapped preschoolers, since the majority were served in self-contained classrooms. A further recommendation was made to simplify and clarify the funding formula. Appendices include a list of recommendations and an assessment of their fiscal impact, copies of the 1984 preschool legislation and of the official changes in state rules, and an analysis on numbers of unserved preschool handicapped children. (CL)

ED 260 528

EC 180 292

Barringer, Mary-Dean, Ed.

Affective Education and the Severely Impaired.

Wayne County Intermediate School District, Detroit, Mich.

Pub Date—85

Note—102p.

Available from—Wayne County Intermediate School District, 33500 Van Born, Wayne, MI 48127 (\$3.00).

Journal Cit—Speciality; v1 n1 Win 1985

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Affective Behavior, Creative Art, Elementary Secondary Education, Health Education, *Humanistic Education, *Interpersonal Competence, Language Arts, Learning Activities, Parent Teacher Cooperation, Physical Education, Self Concept, *Severe Disabilities, Social Development, Stress Variables, Teaching Methods, Vocational Education

The first issue of a quarterly publication addresses a variety of issues in the education of severely impaired students. Articles, contributed by educators and support staff, examine the following topics: affective education: the hidden curriculum; the importance of touch and activities for staff and students; affective education activities centered on self and body awareness, emotions and feelings, and affiliation; stresses induced in care givers from dealing with severely impaired persons; and the relationship between parents and teachers of severely handicapped students. The bulk of the publication offers teaching suggestions in the areas of language arts, health education, physical education, home living, creative arts, and vocational education. (CL)

ED 260 529

EC 180 293

Lightcap, Susan J.

The Dark Side of Giftedness.

Pub Date—Jun 85

Note—94p.; Exit Project, Indiana University.

Pub Type—Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Coping, Definitions, Elementary Secondary Education, *Emotional Adjustment, Emotional Problems, *Gifted, *Student Characteristics, Talent Identification

The paper examines the uniqueness of gifted children and the problems facing them and their families as a result of the giftedness. Annotations from the literature are preceded by selected quotations from gifted children designed to reflect the research and expert opinions which follow. The first section considers the complex nature of giftedness and discusses the lack of agreement concerning definitions and identification. Section two reviews the special attitudes, behaviors, and needs characteristic of gifted and talented children and the multitude of problems which can result if these are ignored or mishandled. The final section describes specific approaches and programs designed to help children with problems characteristic of giftedness, such as uneven development, alienation, and perfectionism. (CL)

ED 260 530

EC 180 294

Hinkle, Paul D.

California Special Education Programs: A Composite of Laws, Education Code-Part 30 and Other Related Laws. Revised to Cover Laws Enacted during 1984.

California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date—85

Note—137p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, Due Process, Early Childhood Education, Elementary Secondary Education, Financial Services, Handicap Identification, Program Evaluation, Referral, *Special Education, *State Legislation, Student Evaluation, Vocational Education

Identifiers—*California

The guide presents a composite of part 30 of California's education code which deals with special education. An introduction explains the history of the law, noting the passage of five legislative bills during 1984 which amended, added, or repealed special education sections. The revised part 30 is presented with the following headings: general provisions, administration; elements of the local plan; identification and referral, assessment, instructional planning, implementation, and review; early education for individuals with exceptional needs; career and vocational education programs and funding; awareness programs; interagency agreements; procedural safeguards; evaluation, audits, and information; funding; special education programs for individuals with exceptional needs residing in state hospitals; and joint funding for the Education for All Handicapped

Children Act of 1980. Selected provisions of related legislation not included in part 30 are also presented. (CL)

ED 260 531

EC 180 295

Community Services for Mental Retardation.

Three Year Plan, July 1982-June 1985.

Kentucky State Dept. for Human Resources, Frankfort. Div. for Community Services for Mental Retardation.

Pub Date—Oct 81

Note—524p.; Prepared by the Kentucky Citizens' Planning Council for Community Mental Retardation Services.

Pub Type—Reports - Descriptive (141) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Community Resources, *Community Services, *Delivery Systems, Elementary Secondary Education, Financial Policy, *Mental Retardation, Needs Assessment, Program Administration, *Program Development, *Regional Programs, *State Programs

Identifiers—Kentucky

The document presents Kentucky's 3-year plan for services to persons with mental retardation. The plan is the product of volunteers serving in an advisory role to the Kentucky Citizens' Planning Council and contains input from over 300 citizens from around the state. An initial section offers the Council's recommendations for improving services, including development of strong public information programs and formation of a coalition of consumer and advocacy organizations. The planning process and structure involved in the Council are reviewed. Chapter 2 portrays the state's service system with descriptions of mental retardation services, local school districts, state oriented programs, private facilities, consumer groups, and the state's regional system. An ideal system is delineated in terms of philosophical base, goals, and service continuity. Kentucky's current system is then detailed for each of its 15 regions. Each description touches upon structure, services provided by region, services provided by private affiliates of the region, other services within the region operated privately, and community resources. Three final chapters address (1) the needs assessment process and findings; (2) goals and objectives of the planning process; and (3) fiscal information, including the annual budget process and financing of community services to persons with mental retardation. (CL)

ED 260 532

EC 180 296

Interpretation for Disabled Visitors in the National Park System.

National Park Service (Dept. of Interior), Washington, D.C.

Pub Date—84

Note—112p.; Developed by the Special Programs and Populations Branch.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Accessibility (for Disabled), *Disabilities, *Park Design, *Parks, Program Development, Program Implementation, *Recreational Facilities

Intended to help interpretive staff identify programmatic needs of disabled U.S. national park visitors, the booklet suggests reasonable modifications to assure participation. An introductory section reviews legal and policy guidelines, the emergence of the disability movement in America, and components of integrated programming. Guidelines and resources are then set forth for working with visitors with the following disabilities: mobility impairments, visual impairments, deafness and hearing impairments, mental or learning impairments (mental retardation, learning disability, and emotional disturbance). General characteristics of each disability are examined. A final section on comprehensive planning and implementation emphasizes a systematic approach to access planning. Appended material includes a program accessibility checklist and a list of audiovisual resources. (CL)

ED 260 533

EC 180 297

Gill, Wanda E.

Description of Internship at the Gallaudet College School of Preparatory Studies.

Pub Date—85

Note—62p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Preparation, College Students, *Deafness, *Hearing Impairments, Higher Education, *Peer Teaching, *Post High School Guidance, Program Descriptions, *Tutorial Programs

Identifiers—Gallaudet College DC

The report presents findings from an internship at Gallaudet College and its programs for deaf and hearing impaired students. The paper touches on the history of Gallaudet College, the functions of Gallaudet's International Center on Deafness and the National Academy, which offers training to communities on facilities for deaf and disabled people. The Gallaudet College Preparatory Studies Program, designed to increase the likelihood that students accepted to Gallaudet will be retained and graduated, is reviewed as are the components of the Peer Advisory Program, the Academic Development Team (ADT), and the Tutorial Center. The roles of peer advisors in counseling, advising, administration, and limit setting are reviewed. The ADT features collaborative planning to monitor development in personal identity, interpersonal skills, academic skills, aesthetic development, and physical-recreational skills. The Tutorial Center offers services on a walk-in and appointment basis. Academic policies of Gallaudet are considered. A final section presents a summary of information gathered from the internship, including a list of other post-secondary programs for deaf students, an analysis of the communication controversy, a description of the spring, 1984 International Symposium on Deafness, a synopsis of other research on the deaf, and a seven-page bibliography. (CL)

ED 260 534

EC 180 298

Jackson, Robin, Ed.

Wessex Studies in Special Education: 4.
King Alfred's Coll., Winchester (England).

Pub Date—85

Note—103p.; For a related document, see ED 246

581.

Pub Type—Collected Works - General (020) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adults, *Advocacy, *Developmental Disabilities, Elementary Secondary Education, Leisure Time, Mental Retardation, Organizations (Groups), Program Administration, *Recreation, *Rehabilitation, *Sexuality, *Special Education, Staff Role, Trend Analysis

Six papers examine aspects of special education and rehabilitation of developmentally handicapped persons. The first, "Legal and Human Rights of the Developmentally Handicapped Person" by N. Marlett examines issues in the protection of legal rights and the nature of competence. R. Davies and P. Johnson follow with an analysis of "Sexuality and the Person with a Mental Handicap." M. Clark reviews recent trends and notes approaches to assessing skills and training new ones in "Recreation and Leisure Services for Handicapped Persons: Changing Staff Roles." In the fourth paper, "Programs and Management Issues in the Development of Rehabilitation Programmes" R. Brown addresses such questions as selection of a broad or advisory committee, cost effectiveness, and program integration. P. Johnson considers "The Role of the Voluntary Society in Canada," noting similarities between services in Vancouver, Canada and England, and citing the positive effects of vigorous advocacy efforts. In the final paper, R. Brown examines "Future Trends in the Rehabilitation of Developmentally Handicapped Adults: Progress and Problems," highlighting the impact of such factors as integrated programs, multidisciplinary involvement, and normalization. (CL)

ED 260 535

EC 180 300

Watkins, Yvonne E.

The Pine Bush Central Gifted and Talented Program (Handbook). (A Guide for Parents, Teachers, Administrators).

Pub Date—84

Note—23p.; Paper presented at the Annual New York State AGATE Conference (8th, Saratoga Springs, NY, October 18-20, 1984).

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, *Gifted, *Models, Program Descriptions, Program Development,

***Talent, Talent Identification**

Intended for parents of gifted and talented children as well as for teachers and administrators, the handbook provides an overview of gifted education while describing one district's program model. The district's philosophy, goals and objectives, and definition of giftedness are set forth, followed by a list of learning and behavioral characteristics of gifted and creative students. Identification measures, including screening tests and parent inventories are reviewed. The district's program model, which clusters identified gifted students at each grade level within the framework of the regular classroom, is described. The program's instructional approaches are described; these include learning centers, individualized learning guides, computer instruction, and enrichment in conversational Spanish via mentorship with high school students. Guidelines are offered for differentiating curricula and for analyzing the role of the basic curricula for gifted/talented students. Appended materials include sample parent inventories, teacher referral forms, and other evaluation forms. (CL)

ED 260 536

EC 180 501

Wolf, Karen McKinney Roach, Antonette Andolfato

Instruction Workbook for Tracheostomy Suctioning and Misting in a School Setting.

San Mateo Office of Education, Redwood City, CA.

Pub Date—Mar 85

Note—38p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, *Medical Services, Nursing, *Special Health Problems

Identifiers—California, *Tracheostomy Suctioning

The handbook presents California guidelines for training school personnel to provide skilled nursing procedures such as tracheostomy suctioning and misting for students with special health needs. The workbook begins with an overview of the anatomy and function of the respiratory system, specifically breathing mechanics. Part 2 considers the rationale and performance of tracheostomy suctioning using a sleeve catheter. Essential steps and precautions are outlined from student and equipment preparation through actual suctioning and recordkeeping. Illustrations depict the procedures. The final part describes the purposes and procedures for using the mist machine which is necessary to counteract low humidity and/or dry lung linings. Each of the sections include post-tests to test knowledge on the procedures. (CL)

ED 260 537

EC 180 503

Gray, Ann

The "Rainbow Factory"—Arts and the Handicapped.

Pub Date—Apr 84

Note—41p.

Pub Type—Reports - Research (143) — Information Analyses (070) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Art Activities, *Disabilities, Elementary School Students, Special Education Teachers, *Teacher Attitudes

Identifiers—Alaska, *National Committee Arts for the Handicapped, *Very Special Arts Festivals

The study examined attitudes of special education teachers who visited the 1983 Very Special Arts Festival (VSAF) held in Anchorage, Alaska. A review of the literature addresses contributions of arts experiences to the total development of handicapped students. The history and goals of the National Committee Arts for the Handicapped (NCAH) are outlined. Forty-two teachers completed questionnaires on their attitudes toward the VSAF, classroom implications, and attitudes toward the ideals and philosophy of the NCAH. Findings suggested that the teachers would like guidance in developing arts activities with their students, such as workshops with artists and courses for credit in arts and the handicapped. Teachers were in definite agreement with the general philosophies behind NCAH. (CL)

ED 260 538

EC 180 504

Greenan, James P.

Networking Needs in Vocational Special Education.

Illinois Univ., Champaign. Coll. of Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Div. of Personnel Preparation.

Pub Date—[84]

Grant—OEG008303678

Note—27p.; A publication of the National Network for Professional Development in Vocational Special Education.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Disabilities, *Information Networks, Inservice Teacher Education, Needs Assessment, Preservice Teacher Education, *Special Education, Teacher Attitudes, *Teacher Education, *Vocational Education, Vocational Education Teachers

The study was designed to identify problems, needs, effectiveness, and interests in enhancing personnel development networking activities for professionals working with handicapped students in transition from school to work. A needs survey was developed based on a research review and comments by a panel of experts. The instrument asked respondents to rate 10 problem areas in vocational education, special education and rehabilitation and to list and rate effectiveness of networks or resources which they have used. Respondents (N=416) were identified by state consultants. Results suggested that several problems were of particular importance to vocational teachers: needs assessment, least restrictive environment/mainstreaming and program evaluation. Minority group Ss also cited least restrictive environmental mainstreaming as a significant problem area. Psychologists, counselors, researchers, vocational evaluators, and parents/advocates cited problems in interagency/organizational collaboration and school to work transition services. Vocational teachers, teacher educators, and persons with doctorates pointed to concerns for preservice and inservice programming and/or certification problems and issues. Findings further suggested the existence of several effective networking strategies and resources including newsletters, computer linkages, and conferences. Six recommendations are offered for practice, three for research, and two for policy. (CL)

ED 260 539

EC 180 505

Greenan, James P., Ed. O'Leary, Edward, Ed.

National Network Resource Directory.

Illinois Univ., Champaign. Coll. of Education.

Spons Agency—Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Div. of Personnel Preparation.

Pub Date—[84]

Grant—G008303678

Note—236p.; A publication of the National Network for Professional Development in Vocational Special Education.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Directories, *Disabilities, Information Networks, Networks, Program Descriptions, Resource Materials, *Staff Development, *Teacher Education, Vocational Education

The document presents information on networks, organizations, and resources related to personnel development in vocational special education. The listings were identified in a survey of all 50 states and U.S. territories which provided information on regional resource centers, consortiums, instructional materials centers, business/industry training programs, association/organization information networks, computer networks, research and development centers, personnel preparation training projects, and other networks/organizations. Resources are listed alphabetically by state, with each entry providing the following information: name, address, scope (state, regional or national), and assistance provided. (CL)]

ED 260 540

EC 180 506

Gardner, Eileen M.

The Education Crisis: Washington Shares the Blame. Heritage Foundation Background No. 351.

Heritage Foundation, Washington, D.C.

Pub Date—11 May 84

Note—16p.

Available from—The Heritage Foundation, 214 Massachusetts Ave., N.E., Washington, DC 20002 (\$1.00).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Centralization, *Disabilities, *Disadvantaged Youth, Educational Trends, Elementary

Secondary Education, *Federal Aid, Federal Legislation, *Government Role, Program Effectiveness, Trend Analysis
 Identifiers—*Education for All Handicapped Children Act, *Elementary Secondary Education Act Title I

This paper criticizes federal involvement in education in recent decades and asserts that control of education must be returned to the localities and parents. The document cites damaging effects of centralized education policy in Washington, D.C., noting a decline in academic standards and federal regulations that are ill-suited to local educational needs. False assumptions underlying advocacy of centralized education policies are reviewed, including the concept that the primary responsibility for dealing with an individual's disability lies with the larger political unit rather than with the family and immediate community. The paper points to the examples of Title I/Chapter 1 of the 1965 Elementary and Secondary Education Act and disability legislation, including P.L. 94-142, the Education for All Handicapped Children Act, as examples of expensive and ineffective federal initiatives. Recommendations include consideration of vouchers and tuition tax credits, repeal of Chapter 1, abolition of the Department of Education, and use of federal funds as the assistance of last resort rather than as a right. (CL)

ED 260 541 EC 180 507

A Compilation of Federal Laws for Disabled Children, Youth, and Adults. Prepared by the Subcommittee on the Handicapped of the Committee on Labor and Human Resources, United States Senate. Ninety-ninth Congress, First Session. Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources. Report No.—Senate-Prt-99-36
 Pub Date—Mar 85
 Note—153p.
 Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adults, Civil Rights, Demonstration Programs, *Developmental Disabilities, *Disabilities, Educational Legislation, Educational Media, Elementary Secondary Education, Employment Opportunities, Federal Aid, *Federal Legislation, Instructional Materials, Research Projects, *Special Education, Teacher Education, *Vocational Rehabilitation

Identifiers—Amendments, Developmental Disabilities Act, Education of the Handicapped Act 1970, Rehabilitation Act 1973

The text presents a compilation of three recently reauthorized Federal laws providing services to persons with disabilities: the Education of the Handicapped Act (amended by the 98th Congress through Public Law 98-199); the Rehabilitation Act of 1973 (amended by the 98th Congress through Public Law 98-221), and the Developmental Disabilities Act of 1984 (Public Law 98-527). The Education of the Handicapped Act includes the following sections: general provisions, assistance for education of all handicapped children, centers and services to meet special needs of the handicapped, training personnel for the education of the handicapped, research in the education of the handicapped, instructional media for the handicapped. The Rehabilitation Act as amended in 1975 contains the following seven titles: (1) vocational rehabilitation services, (2) research and training, (3) supplementary services and facilities, (4) national council on the handicapped, (5) miscellaneous, (6) employment opportunities for handicapped individuals, and (7) comprehensive services for independent living. The Developmental Disabilities Act of 1984 contains sections on general provisions, federal assistance for planning and service activities for persons with developmental disabilities, protection and advocacy of individual rights, university affiliated facilities, and special project grants. (CL)

ED 260 542 EC 180 508

Llewellyn, Evelyn. And Others. Serving the Learning Disabled Child in Oklahoma. Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

Pub Date—83
 Note—78p.
 Pub Type—Legal/Legislative/Regulatory Materials (090) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Curriculum, Discipline, Elementary

Secondary Education, Grading, *Handicap Identification, Individualized Education Programs, *Learning Disabilities, *Program Development, *Referral, *State Standards, Student Evaluation, Student Placement, Teacher Role, Teaching Methods

Identifiers—*Oklahoma

The guidelines are designed to help Oklahoma school administrators, counselors, teachers, and parents better understand learning disabilities. Following an excerpt from the Federal Register regarding evaluation of learning disabled (LD) students, the following three topics are addressed: (1) the referral process (pre-referral and formal referral); (2) identification procedures (evaluation team members, exclusionary factors in evaluation, classroom observation, written reports, and eligibility team summaries); and (3) program development, which includes the Individualized Education Program (IEP) team, IEP development, placement options, facilities, teaching strategies, scheduling, curriculum models, grading, materials, elementary and secondary curriculum models, discipline, and exit criteria. (CL)

ED 260 543 EC 180 509

Robertson, Mary F. And Others. Serving the Mentally Retarded Child-Educable. Mentally Handicapped and Oklahoma State Dept. of Education, Oklahoma City. Div. of Special Education.

Pub Date—85
 Note—116p.
 Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adaptive Behavior (of Disabled), Curriculum, Elementary Secondary Education, *Handicap Identification, Individualized Education Programs, Instructional Materials, *Mild Mental Retardation, *Moderate Mental Retardation, *Program Development, *Referral, State Standards, Student Evaluation, Test Use

Identifiers—*Oklahoma

Intended for Oklahoma school administrators, teachers, and parents, the guidelines examine factors in educating mildly and moderately mentally retarded students. General information is first presented on such topics as definitions, facilities, scheduling, mainstreaming, teacher role, teaching strategies, learning centers, discipline, grading and graduation. The purpose of the referral process is then noted along with prereferral and formal referral procedures. Identification topics covered include identification discrimination and suggested tests for evaluating educable and trainable mentally handicapped (EMH and TMH) students. The final section, on program development, touches upon basic components for instructional programs, curricula for EMH and TMH students, Individualized Education Programs, and instructional materials. (CL)

ED 260 544 EC 180 510

Learning Disabilities and the Preschool Child: A Position Paper of the National Joint Committee on Learning Disabilities.

National Joint Committee on Learning Disabilities, Baltimore, MD.

Pub Date—10 Feb 85
 Note—9p.
 Available from—National Joint Committee on Learning Disabilities, Orton Dyslexia Society, 724 York Road, Baltimore, MD 21204.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delivery Systems, Family Programs, *Handicap Identification, *Learning Disabilities, Position Papers, *Preschool Children, Preschool Education, Screening Tests, *Student Evaluation, Teacher Education

Identifiers—*National Joint Committee on Learning Disabilities

The position paper of the National Joint Committee on Learning Disabilities (NJCLD) examines issues in identification and intervention with regard to preschool learning disabled children. Identification issues cluster around at-risk indicators, the importance of systematic observations, and the use of screening instruments and procedures such as testing, teacher rating scales, and locally constructed measures. Assessment during the preschool years is considered in terms of domains. The importance of interdisciplinary approaches is stressed. An examination of service delivery focuses on the availability of program and service options and periodic reviews of the child's status. Family support services are suggested to include assistance in understanding

and accepting the child's problems and in selecting programs. Personnel preparation needs are seen to include competency standards and education of medical and other related service providers in identifying and referring preschoolers with suspected deficits. Eight recommendations are offered, including the institution of systematic identification programs for all preschoolers, availability of early intervention programs for all preschoolers with identified developmental deficits, and recognition of the unique requirements of non-English or limited English speaking children. Member organizations of NJCLD and their representatives participating in the draft of this paper are listed at the conclusion. (CL)

ED 260 545 EC 180 511

Danaher, Joan, Ed. Assessment of Child Progress. Monograph Number 2.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—May 85
 Contract—300-82-0369
 Note—61p.

Pub Type—Guides - Non-Classroom (055) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Disabilities, *Early Childhood Education, *Evaluation Methods, Infants, Program Evaluation, *Student Evaluation

Four author-contributed papers examine issues in assessing child progress in early childhood special education. D. Bricker and S. Gumerlock present "A Three-Level Strategy" which features analysis of daily or weekly progress, analysis of progress toward long- and short-term objectives, and analysis of progress toward program goals. C. Dunst follows with a discussion of "Four Developmental Perspectives" (maturational, behavioral, process-oriented, and ecological) and suggests several generally feasible research strategies. N. Johnson-Martin enumerates three "Sources of Difficulty" in assessing progress in the population: (1) the discrepancy between implicit and explicit goals in programs serving handicapped infants; (2) the diversity of needs of children served in early intervention programs; and (3) the different kinds of training of professionals who staff early intervention programs. In the final paper, P. Strain stresses the concept of "Social Validity" of intervention outcomes, arguing against the use of standardized tests and advocating instead the use of single-subject designs to measure progress. (CL)

ED 260 546 EC 180 512

Owings, Jeffrey. Stocking, Carol. Characteristics of High School Students Who Identify Themselves as Handicapped. High School and Beyond: A National Longitudinal Study for the 1980's. National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-84-214
 Pub Date—Jun 85
 Note—51p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Affective Behavior, *Disabilities, Followup Studies, High Schools, Incidence, Locus of Control, Self Esteem, *Self Evaluation (Individuals), *Student Characteristics, Young Adults

Identifiers—High School and Beyond (NCES)

The report presents data from the base year (1980) and first followup (1982) of a longitudinal study of U.S. high school seniors and sophomores. Students were asked in self-administered questionnaires whether they had any of seven specific handicaps; whether they had a condition that limited the kinds or amounts of work or education they could obtain; and whether they had participated in special programs for the physically or educationally handicapped. Using the reports of students in 1980 and 1982, the percentage of continuously handicapped students was estimated at 4% for the senior cohort and 6% for the sophomore. To examine explanations for inconsistency between student responses at the two times, student self-identification as handicapped was examined in relationship to cognitive tests, maintenance in school in 1982, and self-reported grades. Analysis revealed support for the hypothesis that self-reported handicap status is associated with real differences among students. Differences were also found in locus of control,

self-esteem, and affective balance. Those students identified by teachers as handicapped in 1980 were likely to have poor test scores and were more likely to have dropped out by 1982. (CL)

ED 260 547

EC 180 513

Master, Lawrence S. And Others

A Librarian's Guide for Teaching a Nine-Weeks' Unit on Basic Reference and Bibliographic Skills to Academically Talented Junior High School Students.

Pub Date—[85]

Note—23p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Gifted, Junior High Schools, Lesson Plans, *Library Instruction, *Library Skills, Reference Services

Intended for school librarians, the guide describes a 9-week course of study in library reference skills for junior high academically talented students. The course description is presented in a thematic day-by-day and week-by-week format designed for one-to-one and small group instruction. Lesson plans include information on time requirements, theme, and daily activities. The following nine themes are addressed: (1) the card catalog; (2) indexes and abstracts; (3) indexing and abstracting; (4) dictionaries, maps, atlases, and encyclopedias; (5) directories and almanacs; (6) handbooks and statistical sources; (7) biographies; (8) humanities and the arts; and (9) social sciences and natural sciences. Each unit also contains a list of suggested references, and a concluding bibliography consists of 30 citations to journal articles for the instructor/librarian.

ED 260 548

EC 180 515

Schreiber, Meyer, Ed.

Siblings of Mentally Retarded and Developmentally Disabled Persons. Proceedings of the Annual National Seminar (1st, New York, N.Y., May 19-20, 1983).

Association for the Help of Retarded Children, New York, N.Y.; Kean Coll. of New Jersey, Union; New York Univ., N.Y. School of Social Work.

Pub Date—May 83

Note—109p.; Also sponsored by the Westchester County Medical Center, Mental Retardation Institute.

Available from—Association for the Help of Retarded Children, 200 Park Ave. S., New York, NY 10003 (\$6.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Development, *Developmental Disabilities, Family Counseling, Family Environment, *Family Relationship, Group Discussion, *Mental Retardation, Parent Materials, *Siblings, Systems Approach

Ten papers from a May, 1983 seminar on siblings of mentally retarded and developmentally disabled persons are presented. Participants include parents and siblings, and represent a variety of professions including social work, nursing, and psychology. The following papers are included: "Life with an Older Sister" (S. Miller and H. Kalish); "Raising a Family and Dealing with Differences in Children: A Parent's View" (C. Moore); "Normal Siblings of Retarded Persons" (M. Schreiber); "Siblings' Feelings: A Need for Expression" (M. Neel); "Groups for Normal Siblings of Developmentally Handicapped Children" (T. Mates); "Modification of Sibling Interaction in Families with a Mentally Retarded Child" (J. Vespo); "Explaining Differences to Children" (J. Giglio); "A Developmental Perspective of the Siblings of Handicapped Children" (J. Feigon); "A Family Systems Look at the Developmentally Disabled" (M. Jaffe-Ruiz); and "The Parent Perspective" (C. Moore). (CL)

ED 260 549

EC 180 516

Schreiber, Meyer S., Ed.

Siblings, Parents and Professionals Working Together to Advance Knowledge and Service. Proceedings of the Annual National Seminar Dealing with Siblings of Mentally Retarded and Developmentally Disabled Persons. (2nd, New York, New York, June 11-12, 1984).

Association for the Help of Retarded Children, New York, N.Y.; City Univ. of New York, N.Y. Hunter Coll.; Kean Coll. of New Jersey, Union.

Pub Date—Jun 84

Note—83p.; Also sponsored by the Westchester County Medical Center, Mental Retardation Institute.

Available from—Association for the Help of Retarded Children, 200 Park Ave. S., New York, NY 10003 (\$6.00).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, Childrens Literature, *Developmental Disabilities, *Family Relationship, Institutionalized Persons, Intervention, *Mental Retardation, Parent Attitudes, Research Needs, *Siblings

Eleven papers from a June, 1984, seminar on siblings of mentally retarded and developmentally disabled persons are presented. The following papers are included: "An Adult Sibling Network: A Sharing of Experiences" (B. Cohen); "Siblings as Change Agents for Their Brothers and Sisters: Opportunity or Problem?" (G. Wolpert); "Adult Siblings: The Forgotten Ones Who Got Together to Talk" (R. Medicus); "Siblings as They Appear in Children's Literature" (C. Moore); "Brothers and Sisters of Handicapped Children in Foster Care" (S. Young); "Some Observations Concerning Jewish Siblings" (C. Horowitz); "Life Style Development of Siblings of Special Needs Children: An Adlerian Approach" (B. Fairfield); "Institutionalization of Siblings: What Constitutes Continuing Sibling Responsibility?" (C. Sussman and M. Wolfe); "The Siblings' Perspective: A View of the Handicapped Child in the Family System" (S. Kramer); "The Sibling Child: Identifying and Working with the Siblings of the Family with a Developmentally Disabled Child" (L. Silverstein); "Needed Research Thrusts Concerning and Involving Siblings" (M. Schreiber). The document concludes with reports from three discussion groups: adult siblings, parents, and professionals. (CL)

ED 260 550

EC 180 517

Reports and Recommendations of Task Forces Appointed by the Illinois Governor's Committee on The International Year of Disabled Persons, 1981.

Illinois State Dept. of Rehabilitation Services, Springfield.

Pub Date—Aug 82

Note—66p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Accessibility (for Disabled), *Advocacy, *Disabilities, Elementary Secondary Education, *Legislation, Perception, *Prevention, State Programs, *Transportation

Identifiers—*Illinois, International Year of Disabled Persons

The document presents summaries of final reports and recommendations from 10 task forces organized as part of Illinois's observance of the International Year of Disabled Persons. The task forces, intended to review issues critical to successful participation of disabled persons in the state, were charged to develop realistic recommendations for actions in public and private sectors to help disabled and elderly people live independently without unnecessary institutionalization. Task force analyses and recommendations are included for the following topics: (1) public awareness, (2) employment, (3) education, (4) accessibility, (5) transportation, (6) housing, (7) legislation, (8) advocacy, (9) health care systems, and (10) disability prevention. Minority reports are also included where applicable. The document closes with lists of steering committee and task force members. (CL)

ED 260 551

EC 180 518

Provencal, Gerald

Confessions of a Community Placement Optimist.

Pub Date—Nov 84

Note—11p.; Paper based on presentation at the Annual Conference of the Association for Persons with Severe Handicaps (11th, Chicago, IL, November 8-10, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Programs, *Developmental Disabilities, Normalization (Handicapped), Personal Narratives, *Placement, Social Attitudes, Staff Role

This paper offers reflections from the author's experience with community placement for developmentally disabled persons, specifically addressing practical and philosophical issues. Drawn from the author's personal involvement with the Macomb-Oakland Regional Center (MORE) in Michigan, this document notes nine illustrations of progress from 1969-1984. It is suggested that staff

at MORE are helped to acquire a sense of urgency, a sense of ownership for solving the problem, commitment to action on behalf of the consumer. Among different ways that agencies and associations have battled successfully with their own service structures are factors involving: relationships with parents, readiness reversal (suggesting that virtually everyone can move into the community if the right alternatives are created), staff specialized in developing homes, approaches to dealing with the news media, and decisions to avoid distractions that could lead workers off task. Threats to momentum, including prejudice, complacency, and the pull of "institutional gravity," are considered. The paper concludes by asserting the importance of seeing the larger picture in the lives of developmentally disabled persons. (CL)

ED 260 552

EC 180 519

Chapter 688 Implementation Guidelines and In-

structions for Local School Districts.

Massachusetts State Dept. of Education, Boston; Massachusetts State Executive Office of Human Services, Boston.

Pub Date—Oct 84

Note—43p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, *Cooperation, *Education Work Relationship, Program Development, *Severe Disabilities, *State Legislation, State Programs, Young Adults

Identifiers—Chapter 688 (Massachusetts)

The booklet presents guidelines for implementing Massachusetts Chapter 688, which provides for a 2-year transitional process to plan for rehabilitative services for severely disabled young adults who will lose their entitlement to special education upon graduation or reaching the age of 22. The law is intended to serve individuals who traditionally have not fit into any agency. Eligibility information and the process by which eligibility determination is made are considered. The process of implementing 688 is then reviewed from eligibility and referral and monitoring by the Bureau of Transitional Planning and the Transitional Advisory Committee to development of an approved individual transition plan (ITP). The roles of the school district and the referral forms are explained, and the development of the individualized transition plan, a service planning document, is reviewed. Preceding a glossary and sample forms is a discussion of the Bureau of Transitional Planning, the central coordinator of the Chapter 688 process. The document concludes with a copy of Chapter 688. (CL)

ED 260 553

EC 180 520

A Chance for Independence. Weslaco Training and Development Center Program.

Texas Education Agency, Austin.

Report No.—TEA-GE-5-453-01

Pub Date—Mar 85

Note—10p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletics, *Community Resources, *Home Management, Interpersonal Competence, Prevocational Education, Program Descriptions, Secondary Education, Self Care Skills, *Severe Mental Retardation, Young Adults

The booklet describes the origins and operations of the Weslaco (Texas) Training and Development Center, a center for severely retarded and handicapped students (ages 10-22). The facility simulates normal living and working conditions and focuses on household management skills (grocery list and meal preparation, clothing care, household repairs), self care skills (grooming, health, and safety), prevocational skills (simple contract words and math for budget management), and social and athletic skills. Community experiences are incorporated into the program. Listed are implementation and financial requirements, along with a contact person and typical academic schedule. (CL)

ED 260 554

EC 180 521

Singer, Linda R. Nace, Eleanor

Mediation in Special Education: Two States' Experiences.

National Inst. for Dispute Resolution, Washington, DC.

Report No.—NIDR-R-1

Pub Date—85

Note—18p.

Available from—National Institute for Dispute

Resolution, 1901 L Street, N.W., Washington, DC 20036 (free while supply lasts).
 Pub Type—Reports - Evaluative (142)
 EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Arbitration, *Conflict Resolution, *Disabilities, Due Process, Legislation, *Parent School Relationship, State Standards
 Identifiers—*California, Massachusetts

The report examines the use by two state governments of mediation to resolve disputes between schools and parents of handicapped children. Officials, parents, educators, and legal personnel from California and Massachusetts were interviewed, mediations were observed, mediation agreements examined, and statistics reviewed. A typical case illustrates the mediation process. Findings revealed a striking uniformity in process in the two states as well as in the identity of the disputants. The proportion of disputes successfully resolved in mediation has increased from 1981-1983 in California, and has been holding steady in Massachusetts since 1983. It was evident that overall, disputants are extremely satisfied with the mediation process, although parents clearly feel the schools have significantly more power than do parents. It is suggested that mediation is a success in resolving disputes because it nurtures rather than destroys trust and cooperation among people interested in special education. (CL)

ED 260 555 EC 180 522

Vacc, Nancy N.
 Microcomputer Word Processor Versus Handwriting: A Comparative Study of Writing Samples Produced by Mildly Mentally Handicapped Students.

Pub Date—[85]
 Note—29p.
 Pub Type—Reports - Research (143) — Dissertations/Theses - Undetermined (040)
 EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Adolescents, Comparative Analysis, Handwriting, Letters (Correspondence), Microcomputers, *Mild Mental Retardation, *Word Processing, *Writing (Composition), Writing Instruction

Differences between letters of four adolescent mildly mentally handicapped (MMH) students written by hand and those composed on a microcomputer using a word processor were examined in terms of amount of time a subject spent completing a letter, the length of a completed letter, the number of words written per unit of time needed to complete a letter, the number of revisions made while composing a letter, and the judged quality of a completed letter. Ss who had completed a typing course and had at least 1 year of experience using a microcomputer, were studied individually in a single-subject, repeated-measures, counter-balanced (i.e., crossover) design. Each S completed a total of 24 letters; 12 handwritten and 12 composed using a microcomputer. From the data analyses, it was concluded that the Ss spent significantly more time, produced noticeably longer letters, and made substantially more revisions when writing letters on a microcomputer than when completing handwritten letters. The mean number of words written per unit of time on task was substantially higher for subjects' handwritten letters than for their microcomputer-generated letters, which was attributed to the greater number of revisions made when completing letters on the microcomputer. Rater's evaluations of the quality of each letter, using holistic scoring criteria, revealed no difference between letters written on the microcomputer and handwritten letters. When selecting the five best letters written by each subject, however, the raters chose letters written on the microcomputer significantly more often than they selected handwritten letters. Charts and graphs are included. (Author/CL)

ED 260 556 EC 180 523

The Periodical List: A Guide to Disability Related Journals and Newsletters.
 Catholic Univ. of America, Washington, DC.
 D:ATA Inst.
 Pub Date—85

Note—169p.
 Available from—D:ATA Institute, The Catholic University of America, 4407 Eighth St., N.E., Washington, DC 20017 (\$15.00).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Disabilities, *Periodicals, Rehabilitation, Special Education

The document provides listings of 320 periodicals related to disability issues. Arranged alphabetically by title, citations include information for organization/publisher, address, other publications which index the listed publication, frequency, holdings, general information (style or content overview), and broad subject areas addressed. A subject index arranges the periodicals according to such topics as vocational rehabilitation, sensory aids, research, occupational therapy, libraries, legislation, health care, computers, and advocacy. A title list and a publisher index are also provided, as is a list of databases and printed indexes which regularly index some rehabilitation-related periodicals. (CL)

ED 260 557 EC 180 524

Hughes, Selma Fullwood, Harry L.
 New Thoughts on Play and Leisure Activities for Children and Adults Who Are Mentally Retarded.

Pub Date—Jun 85
 Note—35p.; Paper presented at the Annual State Convention of the Association for Retarded Citizens (35th, Arlington, TX, June 21-22, 1985).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavior Patterns, Elementary Secondary Education, *Friendship, *Leisure Time, *Mental Retardation, Peer Relationship, *Play

Surveys on leisure and recreational patterns of mentally retarded individuals were completed by 98 parents of retarded children and adults. Results are reported, along with reviews of the literature in three general headings: (1) play in mentally retarded children under 12; (2) leisure and recreation activities in mentally retarded individuals 12 and older; and (3) the role of friendship in the lives of mentally handicapped children and adults. Section 1 reviews reasons for ambiguity in defining play, notes differences in mother and father-initiated play, and reports results for preschool and primary grade students. Section 2 notes the relative lack of emphasis on teaching leisure skills to this age group (over 12), and reveals that television viewing and music were the favorite activities of the study's Ss. Section 3 notes that common interests appeared to play a greater part in friendship than age or sex in the student sample. Reasons for lack of information on friendship patterns of older retarded persons are examined. Among conclusions offered are that friendship in the younger child is linked to play, that friendship patterns improved when Ss left school for sheltered workshops, and programs to encourage active participation in making friends are best done on a small scale. A five-page list of references concludes the paper. (CL)

ED 260 558 EC 180 525

Cornes, Paul, Ed. Hunter, John, Ed.
 Work, Disability and Rehabilitation. Papers on Vocational Rehabilitation and Employment of People with Disabilities presented at the European Conference on Research in Rehabilitation (1st, Edinburgh, Scotland, April 6-8, 1983).

Michigan State Univ., East Lansing. Univ. Center for International Rehabilitation.

Spons Agency—National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date—May 85
 Grant—G008005487

Note—165p.

Available from—Michigan State University, University Center for International Rehabilitation, 513 Erickson Hall, East Lansing, MI 48824 (\$2.75).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Disabilities, *Employment, Foreign Countries, Rehabilitation, *Vocational Rehabilitation

Identifiers—Europe, Poland

Fifteen author-contributed papers are presented from the 1983 First European Conference on Research in Rehabilitation. The following titles and authors are represented: "Disability in a Large Public Sector Work Force" (D. Walker); "The Accidents and Absence of Disabled People at Work" (M. Kettle); "Employment Rehabilitation of Production Workers in Heavy Industry" (S.F. Whalley and H.J. Watson); "Systematic Work Design for Disabled People" (M. Hartenbach et al.); "Employment and Disability: A European Perspective" (M. Croxson); "The Social Integration of Severely Disabled Young People with Special Reference to

Work and Occupation" (O. Hook and A. Jespersen); "Employment Rehabilitation in Great Britain: An Evaluation and Review of Recent Developments" (P. Cornes); "Measuring the Outcome of Employment Rehabilitation" (S. Cumella); "A Follow-Up of Work Evaluation Clients" (J. Karjala); "Appropriate Training and Job Experience Produce Qualified Staff" (J. Stone and J. Binford); "Cause and Consequences of Hand Injury" (M. Smith et al.); "Rehabilitation of Hand Injuries in Poland" (M. Pieniazek); "Antecedent Angina, Work Level and Outcome after Myocardial Infarction" (A. Philip); "Back Pain and Employment" (H.J. Glanville and R. Tebay); and "Work, Disability and Rehabilitation in Perspective" (J. Hunter and P. Cornes). (CL)

ED 260 559 EC 180 526

Meadow-Orlans, Kathryn P.
 Impact of a Child's Hearing Loss on the Family.

Pub Date—27 Apr 85
 Note—12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Canada, April 27, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Elementary Secondary Education, Etiology, *Family Relationship, *Father Attitudes, *Hearing Impairments, *Mother Attitudes, Parent Child Relationship, Sex Differences, *Stress Variables, Verbal Communication

To examine the effects of hearing impairment on the family, questionnaires were completed by 358 mothers and 184 fathers of hearing impaired children enrolled in special education. Questionnaires measured three areas: (1) family stress; (2) communication with the hearing-impaired child; and (3) relationships with professionals and others outside the family. Mean scores of mothers and fathers did not differ significantly on stress factors, although fathers tended to express lower levels. Mothers expressed more confidence in their abilities to communicate with the hearing impaired child. Sex of the child did not significantly affect parents' scores, although child's birth order and age appeared to have substantial effects. Mothers of rubella children had more negative scores than mothers of children with deafness related to other items. Parents using speech plus sign language with their children had less positive scores on all three scales. Tables present the statistical outcomes of the project. (CL)

ED 260 560 EC 180 527

Scruggs, Thomas E.
 The Administration and Interpretation of Standardized Achievement Tests with Learning Disabled and Behaviorally Disordered Elementary School Children. Year Two Final Report.

Utah State Univ., Logan.

Spons Agency—Special Education Programs (ED- /OSERS), Washington, DC.

Pub Date—15 Jul 85
 Grant—G008300008

Note—323p.; Prepared by the Developmental Center for Handicapped Persons. For earlier report, see ED 256 082.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Achievement Tests, *Behavior Disorders, Elementary Education, *Learning Disabilities, Standardized Tests, Teaching Methods, *Test Wiseness

Several experiments were carried out to determine whether learning disabled (LD) and behaviorally disordered (BD) students exhibit deficiencies in appropriate test-taking strategies and, if so, whether these strategies could be successfully trained. Preliminary investigations indicated that mildly handicapped students do exhibit deficiencies in this area, including attention to inappropriate distractors, failure to successfully employ prior knowledge and deductive reasoning strategies, and failure to identify correctly specific types of questions which call for different strategies. Deficiencies were also observed regarding use of separate answer sheets and expressed attitudes toward tests. In year 1, approximately 100 LD and BD elementary (grades 2-4) were randomly assigned to treatment (training on test-taking skills) or control conditions. All Ss scored significantly higher on a test of test-taking skills. During year 2, approximately 100 LD and BD Ss (grades 4-6) were randomly assigned to treatment (training involving both reading and math subtest areas of the Stanford Achievement Test).

Trained Ss scored significantly higher on two subtests and descriptively higher on a third subtest. Extensive appended material includes 19 items (journal articles, conference papers, and manuscripts unpublished or submitted for publication) on test-taking skills and their implications for LD and BD students. (CL)

ED 260 561

EC 180 528

Evans, Robert J.

How School Systems Should Purchase Microcomputers: The Software Evaluation Method.

Pub Date—[85]

Note—25p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Courseware, Elementary Secondary Education, Media Selection, *Microcomputers, *Program Development

Identifiers—*Computer Uses in Education, *Software Evaluation

The paper addresses three major concerns associated with incorporating microcomputers into educational settings: computer use, software selection, and hardware selection. Advantages of the computer in instructional settings are noted as well as its limitations. Staff is advised to select which of four applications is appropriate to their setting (the microcomputer as an object to be studied, as tool to help in one's work, as a teacher or tutor, and as a management tool). Software evaluation is considered in terms of external and internal evaluations. Practical aspects of hardware evaluation are offered, including costs and compatibility. Five steps are outlined in the summary: (1) curricula needs must be identified; (2) a "goodness of fit" between identified needs and computer uses must be determined; (3) software which meets curricula needs must be identified; (4) identified software must be thoroughly evaluated; and (5) the application of basic consumer considerations should be used to purchase microcomputers and peripherals which will adequately run the selected software. A sample software evaluation form and a five-page reference list are appended. (CL)

ED 260 562

EC 180 529

Mangano, Sandra And Others

North Penn High School Program for Gifted Students. Revised.

North Penn School District, Lansdale, PA.

Pub Date—8 Oct 84

Note—96p.; Cover title: Gifted Resource Curriculum Guide.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Curriculum Guides, *Futures (of Society), *Gifted, *Global Approach, High Schools, *Humanities Instruction, Interdisciplinary Approach, *Talent

Identifiers—North Penn Senior High School PA

The guidelines address the process-centered curriculum (employs knowledge not merely as a composite of information but as a system of learning) for gifted and talented students at North Penn Senior High School (Lansdale, Pennsylvania). The school's interdisciplinary program focuses on a single theme for each of three years: the humanities for year 1, futuristics for year 2, and global studies for the final year. Schedule factors are considered along with the curriculum's general objectives which include increased critical thinking and problem solving skills. Course outlines are then presented for each of the three theme plans. Materials and suggested activities are listed for units in humanities (concept of "What Is Man" examined in philosophical, historical, scientific, and creative terms—literature and mathematics—through cultural and historical periods from prehistoric man, Egyptian culture, Roman civilization through the Renaissance), futuristics (including the future as history and as progress and challenge), and global studies (including units on methodologies, communication and psycholinguistics). Appended material includes guidelines for grading and an independent study component. (CL)

ED 260 563

EC 180 530

G&T: Hicksville's School-Community Program.

Hicksville Public Schools, N.Y.

Pub Date—May 81

Note—269p.; Sample units are printed on colored paper.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, Financial Support, *Gifted, Lesson Plans, *Program Development, Program Evaluation, Scheduling, Talent, *Talent Identification, Teaching Methods, Teaching Skills

Intended as a guide for initial program implementation, the document presents an overview on programming for gifted and talented students. Chapter 1 reviews underlying philosophy and the rationale for program development. Goals and objectives are stated along with a summary of teaching techniques and approaches for elementary and secondary students. Program organization and scheduling are addressed in terms of team teaching arrangements. The chapter on teacher role presents reference materials regarding teaching styles, significant behaviors for teachers of the gifted, and a checklist for teachers' self evaluation. The identification process is reviewed, and reference materials cover teacher, parent, peer, and self nominations of students to the program. Curriculum criteria are noted and questioning techniques reviewed in the chapter on curriculum—half of the document—which also includes sample units in cultural arts, language, mathematics, science, and social studies. Two final chapters address matters of program evaluation (sample forms included), and finance. (CL)

ED 260 564

EC 180 531

Cooperative Organization for Program Excellence (COPE): Inservice Training Model for Beginning Newport News Public Schools Special Education Teachers.

Newport News Public Schools, Va.

Pub Date—[85]

Note—8p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Disabilities, Elementary Secondary Education, *Inservice Teacher Education, *Peer Teaching, Special Education, Teamwork

Identifiers—Cooperative Organization for Program Excellence VA

The COPE (Cooperative Organization for Program Excellence) program in Newport News, Virginia, is designed to bridge the gap between academic theory and practical application for teachers new to the field of special education. The program uses peers as support partners to help new teachers set up classroom programs and organizations, fulfill Individualized Education Program requirements, share materials, and respond to problems and questions of teaching. Master teachers are identified for each level of instruction (elementary, middle school, and high school), and an evaluation design incorporates feedback from participating teachers, team members, and program co-ordinators. Sample letters to beginning teachers and their principals are appended along with evaluation forms and the list of duties of peer partners. (CL)

ED 260 565

EC 180 532

Fichten, Catherine S. Bourdon, Claudia V.

Wheelchair User and Able-Bodied College Student Interaction: Scoring Manual.

Pub Date—84

Note—31p.; Print on charts is small.

Pub Type—Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Students, Comparative Analysis, Evaluation Methods, Higher Education, Interpersonal Communication, *Interpersonal Competence, *Physical Disabilities, Social Attitudes, Social Behavior, Student Attitudes

The manual provides an empirically-based coding system to assess the social skills of physically disabled students in wheelchairs and nondisabled college students. A list of 24 frequently occurring social situations in institutions of higher education are listed in rank order; the situations require a response either by physically disabled or able bodied students. Subsequent lists present reasonably common behaviors and responses by both groups in these situations with frequency and social appropriateness values on a 6-point scale. The situations may be adapted for in vivo, video, or audiotaped interaction. Also presented is the Social Situations Questionnaire, an open-ended measure of knowledge of appropriate social skills by able bodied students. A final section offers information on methodological issues. (CL)

ED 260 566

EC 180 533

Sykanda, A. M., Ed. And Others

Insight in Sight: Proceedings of the Canadian Interdisciplinary Conference on the Visually Impaired Child (5th, Vancouver, British Columbia, October 18-20, 1984).

Canadian National Inst. for the Blind, Vancouver (British Columbia).

Pub Date—Oct 84

Note—289p.; The British Columbia's Children's Hospital was also involved in the planning of the Conference.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Career Education, Clinical Diagnosis, Computers, Daily Living Skills, Deaf Blind, Disabilities, Electromechanical Aids, Elementary Secondary Education, Foreign Countries, Genetics, *Low Vision Aids, Physical Education, Prevention, Self Esteem, *Sensory Aids, Student Evaluation, *Visual Impairments

Identifiers—Canada

Twenty-five papers are presented from a May, 1983 interdisciplinary conference on the visually impaired child. The following papers are presented: "From Seeds to Fruit" (E. Scott); "Sources of Self-Esteem and the Adjusting Process" (D. Tuttle); "Electronic Travel Aids for Children: Advantages and Disadvantages" (J. Wadsworth); "What Happens When My Computer Aid Breaks?" (H. Riddell); "Visually Impaired Children and Their Siblings" (W. Doust); "An Approach to the Audiologic Assessment of Multi-Handicapped Deaf-Blind Children" (R. Folsom and J. Moore); "What Is Mobility? Independence, Confidence, Self-Esteem" (R. Emery); "Toward an Understanding of Language Symptomatology of Visually-Impaired Children" (B. Prizant); "Adapting the Environment for the Visually Impaired Student: Practical Methods and Materials to Enhance the Use of Low Vision" (L. Roessing); "Neurovisual Adaptations to Subnormal Vision in Children" (C. Hoyt); "The Function of a Low Vision Clinic and the Use of Aids" (A. Pratt); "Recent Advances in Ophthalmic Genetics" (J. Carruthers); "Blindness in Children: Epidemiology and Prevention" (G. Robinson); "Filters for Protection, Comfort, Therapeutic and Vision Enhancement" (A. Cullen); "Diagnostic Clues in the Physical Appearance of the Visually Impaired Child" (J. Jan); "Various Topics in Pediatric Ophthalmology: Questions and Answers" (A. McCormick and C. Hoyt); "Conceptualizing the Gifted Blind Child" (E. Chorniak); "The Effect of Motor Handicap on the Development of Visually Impaired Children" (A. Sykanda); "Sexual Insight: Exploring Sexual Issues with Visually Impaired and Multi-handicapped Persons" (G. Szasz); "Reconceptualizing the Development of Young Blind Children" (I. Davidson and J. Simmons); "A Comprehensive School Based Physical Education Programme for the Visually Impaired Child" (J. Maitland); "Career Awareness and Preparation: A Group Effort" (J. McConnell); "I Can Do It with Exposure, Experience, Expectation and Enjoyment" (L. Harrell); "Personal Imagery and the Visually Handicapped" (J. Macdonald); and "Living Skills: The Dual Role of the Parent and the Professional" (D. Brent). (CL)

ED 260 567

EC 180 534

Special Programs: A Manual of Policies, Procedures and Guidelines. [Revised].

British Columbia Dept. of Education, Victoria. Div. of Special Education.

Pub Date—May 85

Note—275p.; Supersedes ED 249 749.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Delivery Systems, Disabilities, Elementary Secondary Education, Foreign Countries, Gifted, *Handicap Identification, Inservice Teacher Education, *Program Administration, School Policy, *Severe Disabilities, *Special Education, Special Health Problems, Speech Therapy, Student Evaluation, Transportation

Identifiers—*British Columbia

The manual presents policy and procedure guidelines for special education in British Columbia, Canada. Following an introduction and a statement of philosophy and goals, eleven topic areas are addressed: service delivery models (planning, administration, evaluation, coordination of services); division organization (Hearing Impaired and Speech Programs Branch, Indian Education Branch, Vision Services Branch); financial management system (service levels, cost factors, reporting structure, program monitoring); program guidelines (programs for severely and profoundly mentally

handicapped, autistic, severe behavior problems, gifted, homebound; special health services (speech pathology); identification, assessment, and planning (screening assessment model, selection and use of tests, Individualized Education Programs); implementation/inservice; school-based administration; special programs transportation; learning assistance (resources, facilities, consultation); and funding-placement policy and procedures-severely handicapped children (provincial resource center and programs). The manual concludes with the texts of ministry policies and school legislation. (CL)

ED 260 568 EC 180 535

Renick, Mari Jo

Assessing Learning Disabled Children's Motivational Orientations in the Classroom.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Apr 85

Grant—DHHS-HD-09613

Note—11p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Canada, April 25-28, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Elementary Education, *Learning Disabilities, Learning Motivation, *Self Concept, Student Characteristics, *Student Motivation, *Test Use

Identifiers—*Extrinsic Motivation
To examine learning disabled children's intrinsic-extrinsic motivational orientation to their schoolwork, 90 LD students in grades 3-7 were administered the Scale of Intrinsic vs. Extrinsic Orientation in the Classroom and the Perceived Competence Scale for Children. Items were read to the students and a short interview based on the students' responses to the scales followed administration of each of the measures. Results revealed a two-factor solution for the LD sample as compared to the five-factor solution for normal children on the Scale of Intrinsic vs. Extrinsic Orientation. It was suggested that the measure needs standardization data for LD students. Additional results supported the prediction that responses of LD Ss would be systematically more extrinsic than those of normal children for both motivational and informational factors. Developmental trends of normal and LD children, however, were similar. Finally, a positive correlation was found between LD Ss' preference for challenge and their traitlike perceptions of cognitive competence, but not their more specific perceptions of their scholastic abilities. Findings suggested that LD Ss may be differentially motivated to learn in school depending upon whether or not they feel they are smart, rather than the extent to which they perceive themselves to be competent at specific academic tasks. (CL)

ED 260 569 EC 180 536

Renick, Mari Jo

The Development of Learning Disabled Children's Self-Perceptions.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date—Aug 85

Grant—DHHS-HD-09613

Note—80p; Master's Thesis, University of Denver.

Pub Type—Reports — Research (143) — Dissertations/Theses — Masters Theses (042)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—*Athletics, *Cognitive Development, Competence, Elementary Education, *Learning Disabilities, Middle Schools, *Peer Acceptance, Peer Relationship, Physical Development, *Self Concept

The study examined the manner in which self-perceptions of learning disabled (LD) children (1) develop in relation to growing social awareness and (2) differ among groups of LD students who are segregated from normally achieving students for varying amounts of their instructional time. Eighty-seven children (in grades 3 through 8) had been placed in learning disabilities resource rooms in which each student attended regular classes and worked for 1 hour each day with an LD specialist in a small group; and 27 children (in grades 7-8) had been placed in self-contained settings for 80% to 100% of their instructional time. All Ss were administered the Perceived Competence Scale for Children. The test measures perceptions across four domains: cognitive competence, social acceptance, physical competence, and general self worth. Ss provided two ratings for each item on the cognitive competence

subscale: perceptions of competence in the regular classroom and in the LD classroom. Results of factor analysis revealed that the factor structure of the LD sample differed from that obtained from a normally achieving sample. LD Ss in both resource rooms and self-contained classrooms perceived themselves to be more academically competent in their special education classes than in regular classes. Middle school Ss in resource rooms perceived themselves more favorably in terms of cognitive competence in the LD classroom, social acceptance, physical competence, and self-worth than did middle school self-contained students. Resource room Ss tended to perceive themselves as increasingly less academically competent in the regular classroom across grades 3 through 8 and to maintain high perceptions of academic competence in the LD classroom. Elementary Ss in resource rooms perceived themselves as more intelligent and confident in their abilities than did middle school Ss. Finally, results suggested that the extent to which self-contained Ss perceived themselves to be smart and confident was related to their perceived social acceptance from peers and their athletic competence. (CL)

ED 260 570 EC 180 537

Freeland, Claire A. R. Nair, Prasanna

The Role of Parent Knowledge and Support in the Development of Parent-Child Relationships within Very High Risk Families.

Pub Date—Apr 85

Note—19p; Paper presented at Biennial Meeting of the Society for Research in Child Development (Toronto, Canada, April 25-28, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Child Development, *High Risk Persons, Infants, Knowledge Level, *Low Income Groups, Mother Attitudes, *Parent Child Relationship, Social Support Groups

The study explored competent parenting within a group often thought to have difficulty in this regard (19 infants and their mothers in the very high risk category) and attempted to identify possible areas for intervention. Ss were urban, of low socioeconomic status, and also had at least one additional factor (such as parent with extreme emotional/coping problems or parent whose infant has significant developmental disabilities) that placed their development at high risk. Measures addressed social support, sense of emotional support, parent knowledge of child development, quality of the mothers' interactions with their babies, parents' perceptions of their infant, and infant development. The central hypothesis, that mothers who have adequate social support and are knowledgeable about child development would demonstrate a better relationship with their infants, was supported in part. Observed quality of the parent-infant interaction was better in the case of mothers who lived with a number of other adults and who were knowledgeable about child development. Women who reported symptoms of isolation and powerlessness tended to see their infants as fussy and difficult. (CL)

ED 260 571 EC 180 538

Duffy, John K.

The Acquisition of Verbal Communication Skills by Severely Hearing-Impaired Children through the Modified Cued Speech-Phonetic Alphabet Method.

Pub Date—Jun 84

Note—21p; Paper presented at the Convention of the Alexander Graham Bell Association for the Deaf (Portland, OR, June 26-30, 1984).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Cued Speech, *Hearing Impairments, *Language Acquisition, Oral Communication Method, Phonetics, *Speech Skills, Total Communication, Visual Learning

The paper describes the potential of cued speech to provide verbal language and intelligible speech to severely hearing impaired students. The approach, which combines auditory-visual-oral and manual cues, is designed as a visual supplement to normal speech. The paper traces the development of cued speech and discusses modifications made to the R. Orin Cornett's system of cued speech to facilitate ease of acquisition. The development of verbal language and speech is briefly summarized, stressing that cued speech can help the hearing impaired student acquire phonetic alphabet skills as a precursor

to reading instruction. Suggestions for early verbal language and speech training are offered. The paper suggests reasons for the lack of acceptance of cued speech by advocates of oral and total communication methods. The appendix provides a detailed textual and diagrammatic description of the Modified Cued Speech-Phonetic Alphabet Method. (CL)

ED 260 572 EC 180 539

Fung, Hellen Chinn Gad, Marsha T.

Disciplinary Techniques Reported by Parents of Gifted Children.

Pub Date—Apr 85

Note—23p; Paper presented at the Conference of the Western Psychological Association (San Jose, CA, April 18-21, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports — Research (143)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Children, *Discipline, Elementary Education, *Gifted, *Mother Attitudes, Parenting Skills

Differences were explored in the way 55 mothers disciplined 28 gifted children and 27 nongifted children (4-7 years old). Both sets of the mothers and gifted Ss participated in structured interviews, and a measure of child problem behaviors was also obtained. While results did not substantiate the hypothesis that mothers of gifted children would report the use of more reasoning as a disciplinary technique than mothers of nongifted children, reasoning was the main technique reported by both groups. Both groups also identified a combination of power assertion techniques and reasoning. Predictions of gifted Ss regarding what their mothers would do in certain situations were incongruent with their mothers' reports, however. (Author/CL)

FL

ED 260 573 FL 013 916

Chud, Gyda

Working with ESL Preschoolers: Meeting the Needs of the Whole Child.

Pub Date—83

Note—9p; In TEAL Occasional Papers, Volume 7, p61-68, 1983.

Pub Type—Reports — Descriptive (141)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, Early Childhood Education, Educational Objectives, *English (Second Language), Foreign Countries, *Inservice Teacher Education, Language Acquisition, *Limited English Speaking, Multicultural Education, *Preschool Children, *Program Descriptions, Program Development, Second Language Learning, Seminars

Identifiers—British Columbia (Vancouver)

An overview is provided of eight training sessions for teachers of pre-school children who are speakers of English as a second language (ESL). Developed by the Vancouver Preschool ESL Committee and a community college, the course had the following goals: (1) to explore teachers' cultural assumptions and understand how they affect relationships with people of other cultures; (2) to broaden teachers' understanding of the ways in which culture shapes the child's development; (3) to develop attitudes, knowledge, and skills to enable preschool staff to work more effectively with ESL families; (4) to increase awareness of first language acquisition processes and consider the implications of learning a second language at the preschool level; (5) to develop a program that reflects and enhances the multicultural nature of the preschool group; (6) to develop a program that enhances integration with the host culture; (7) to develop and extend language learning experiences in the preschool setting; and (8) to broaden the participants' perspective of school as an integral part of the education process and acquaint them with current trends and directions in the early childhood education and ESL fields. (MSE)

ED 260 574 FL 014 438

Soudék, Lev I. Soudék, Miluse

International English, American English, and Other Englishes: Psychological, Social, and Functional Choices for TESOL.

Pub Date—7 Apr 84

Note—9p; Paper presented at the Annual Meeting of the Illinois Teachers of English to Speakers of Other Languages (12th, Chicago, IL, April 7,

1984).
 Pub Type—Information Analyses (070)—Opinion Papers (120)—Speeches/Meeting Papers (150)
 EDRS Price—MF01/PC01 Plus Postage.
 Descriptors—Curriculum Development, Dialects, *English (Second Language), *Language Styles, Language Teachers, *Language Usage, *Language Variation, Second Language Instruction, Teacher Role

Current practices and materials for teaching English as a second language (ESL) contain oversimplifications about English based on the assumption of a uniform language type and standard of usage, presented to foreign learners for pedagogical clarity. ESL teachers may be aware of the language's diversity but are not prepared to provide pedagogically and linguistically sound answers to questions about variations. English, with over 300 million native speakers around the world, is difficult to characterize accurately. Materials are available to teachers that discuss English varieties, including types labeled as "ex-colonial," "nativized" or "indigenized," "nuclear" or "utilitarian" for pedagogical and international usage purposes, regional and social dialects, jargons, slang, and stylistic variation. Choosing the appropriate functional style and switching freely from one to another is done automatically by native speakers on the basis of complex psychological and social clues that are part of cultural and linguistic experience. Foreign learners are often unable to perform or even comprehend these switches because their level of acquired English is functionally flat. ESL teachers should be ready to offer explicit advice and concrete examples about the global, regional, social, and situational dimensions of English, and plan strategies and design exercises directing students to a broader understanding of this diverse language. (MSE)

ED 260 575 FL 014 466

Ashmun, Lawrence F.
 Resettlement of Indochinese Refugees in the United States: A Selective and Annotated Bibliography. Monograph Series on Southeast Asia, Occasional Paper No. 10, 1983.
 Northern Illinois Univ., De Kalb. Center for Southeast Asian Studies.

Pub Date—83
 Note—218p.
 Available from—Cellar Bookshop, 18909 Wyoming, Detroit, MI 48221 (\$14.00).

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acculturation, Adjustment (to Environment), Annotated Bibliographies, Area Studies, Civil Rights, Cultural Traits, Culture Conflict, Databases, Geographic Distribution, Government Publications, *Immigrants, Individual Needs, *Indochinese, *Information Sources, Intervention, Public Policy, *Refugees, Research Reports, Scholarly Journals, Social Services

An annotated bibliography of 1037 items on a broad range of demographic, cultural, social, and policy issues related to Indochinese refugee resettlement in the United States includes a variety of printed materials from April 1975 to the end of 1981. The bibliography includes journal and periodical articles, scholarly papers, research reports, books, and government publications; it excludes newspaper articles, commercial dictionaries and textbooks, and articles for which no personal author was ascertainable. Items are also indexed according to source (Dissertation Abstracts International, ERIC, and Refugee Materials Center), subject, and geography. (MSE)

ED 260 576 FL 014 586

Derbyshire, Desmond C., Ed.
 Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 28.

Summer Inst. of Linguistics, Huntington Beach, Calif.

Pub Date—Jul 84
 Note—216p.

Pub Type—Reports—Research (143)—Collected Works—General (020)

EDRS Price—MF01/PC09 Plus Postage.

Descriptors—Case Studies, Contrastive Linguistics, Discourse Analysis, *Grammar, *Language Research, *Linguistic Theory, Mayan Languages, *Nouns, *Phrase Structure, Quechua, Structural Analysis (Linguistics), *Uncommonly Taught Languages

Identifiers—Huastec, Kera, Piraha, University of North Dakota, Yagua, Zaparoa

Six papers resulting from the fieldwork projects of members of the Summer Institute of Linguistics program at the University of North Dakota include: "A Relational Grammar Approach to Kera Syntax" (Janet K. Camburn), a syntactic study of an Afroasiatic language; "Clitic Doubling and M-Chains in Piraha" (Dan Everett), examining the applicability of Government and Binding Theory and additional principles to Piraha's clitic doubling without a special Case assigner; "A Beginning Sketch of the Huastec Noun Phrase" (Abdias Pablo E., Daniel Everett, James Walker), a preliminary analysis of noun phrases of a Mayan language; "Evidence for a Yaguan-Zaparoan Connection" (Doris L. Payne), which examines the shared features suggesting a genetic relationship between Peba-Yaguan and Zaparoan languages; "Locational Relations in Yagua Narrative" (Thomas E. Payne), an investigation of the role of location and direction in the organization of morphosyntax and discourse of a lowland Peruvian language; and "New Approaches to Coping with Stress: A Case Study in Conchucos Quechua" (Anne M. Stewart), demonstrating the effectiveness of the metrical approach to a stress system not previously studied. (MSE)

ED 260 577 FL 014 853

Sridhar, Kamal K.
 Language Policy for Education in Multilingual India: Issues and Implementation.

Pub Date—May 83

Note—37p.; Revised version of paper presented at a colloquium on Language Development: An International Perspective (Urbana, IL, May 19-20, 1983).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Dialects, Educational History, *Educational Policy, Elementary Secondary Education, Foreign Countries, Higher Education, Language Classification, *Language of Instruction, *Language Role, *Multilingualism, Official Languages, Public Policy, *Second Languages, *Social Status, Sociolinguistics
 Identifiers—*India

A discussion of language policy in India's educational system identifies substantive issues of both theoretical and comparative interest; presents a detailed account of the issues associated with policy-making for language in education in the Indian socio-political context; and discusses the current status of implementation of these policies, with reference to the latest statistics on language use in higher education. Two of the conclusions are the following: (1) multilingual countries must provide for a supra-regional language in education that serves a variety of sociolinguistic functions; and (2) in India, language policy has followed a pattern of evolution toward languages lower in the prestige hierarchy, which gain more valued roles in the educational system by weakening the exclusive role of the prestige language. While the non-prestige languages have begun to gain status as a medium of instruction first at the elementary and secondary levels, then in early childhood education, and finally in higher education, even for the major languages this process has only begun, and it has not yet begun for many minority languages. (MSE)

ED 260 578 FL 015 112

Tlone, Renzo
 Early Bilingual Reading.

Pub Date—85

Note—11p.

Journal Cit—Prospects; v15 n1 p67-75 1985

Pub Type—Information Analyses (070)—Guides—Classroom—Teacher (052)—Journal Articles (080)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, *Classroom Techniques, *Cognitive Development, *Early Reading, Literature Reviews, Preschool Education, Questionnaires, *Reading Instruction, *Research Methodology

This discussion reviews literature on early bilingualism and early reading in two languages and summarizes a research project aimed at developing the experimental conditions for teaching early bilingual reading in institutional settings. The review notes positive effects of early reading generally and of early bilingual literacy on intellectual growth and general education. However, the anecdotal information available needs support from well-grounded experimental research. An Italian research design was developed to examine the possibilities and effectiveness of learning to read in two languages, starting at age 4. The research project would also examine the correlations between early literacy and bilingual development, early literacy and cognitive development, and early bilingual literacy and the overcoming of cognitive and linguistic disadvantages of lower-income or immigrant children. A special reading kit suggesting appropriate classroom teaching techniques and a parent guidebook were developed, as well as a variety of pre- and posttests and a parent questionnaire. The research project is in use with some groups of bilingual and immigrant children in French-Italian, German-Italian, and Basque-speaking areas of Europe; further applications in other language groups are recommended. (MSE)

ED 260 579 FL 015 120

Kitao, Kenji. *Kitao, S. Kathleen*
 Effects of Social Environment on Japanese and American Communication.

Pub Date—85

Note—16p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Cultural Differences, English, *Group Behavior, *Individualism, *Intercultural Communication, Japanese, Literature Reviews, *North American Culture, *Social Environment
 Identifiers—*Japanese People

The social backgrounds of Japanese and Americans differ in ways that impede complete communication. The Japanese people, historically controlled by the forces of nature, have formed groups as the minimum functioning social units. The individual is only part of the group, and individual rights and obligations have not been clearly developed. Disagreement, if expressed, is expressed ambiguously. Relationships are vertical, and people must determine the level of politeness to use in interactions. To maintain harmonious relationships, good speakers place themselves below the listeners, sometimes not saying enough and expecting the listener to understand by inference. Since the subject of a sentence is often not stated, speakers may give their opinions as someone else's or someone else's opinions as their own. In contrast, native English-speaking peoples historically have not been as dependent on each other for survival; individualism and privacy are well-developed, and individual rights and obligations are clear. Individuals express their own opinions and emotions clearly. Human relationships are horizontal, and people like to think of themselves as equal to everyone else. This is expressed in gestures, manners of speaking, and eye contact. Teaching these cultural differences in language classrooms would help improve intercultural communication. (MSE)

ED 260 580 FL 015 142

Bilingual/Bicultural Education: Titles and Abstracts of Doctoral Dissertations, Volume II.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—81

Note—268p.; For volume I, see ED 169 757.

Available from—Evaluation, Dissemination and Assessment Center, California State University, 5151 State University Drive, Los Angeles, CA 90032.

Pub Type—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC11 Plus Postage.

Descriptors—Annotated Bibliographies, Audiovisual Aids, *Bilingual Education, Career Education, Curriculum, *Doctoral Dissertations, Language Acquisition, Language Arts, Language Proficiency, Linguistics, *Multicultural Education, Program Administration, *Research Projects, Self Concept, Sociolinguistics, Special Education, Testing

This collection of dissertation abstracts on the subjects of bilingual and bicultural education originally published by "Dissertation Abstracts International" contains items in the following areas: bilingual education program management, assessment, language, curriculum, and the affective domain. The section on program management covers scope, history, and legislation; program development, program models, comparative monolingual

gual/bilingual studies, teacher education, and investigations outside North America. The second section covers assessment, language proficiency, and intelligence testing. The language section includes studies of acquisition and development, concept and development, language and culture, linguistics, and sociolinguistics. The fourth section covers reading and language arts curriculum, content fields, special education, career education, and audio-visual media. The final section on the affective domain deals with self-concept and attitudes toward bilingual education. Subject and author indexes are also included. (MSE)

ED 260 581 FL 015 155

French as a Second Language in the Primary Grades (1 to 3). Guidelines.
Alberta Dept. of Education, Edmonton. Language Services Branch.

Pub Date—84

Note—41p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Course Content, *Course Organization, *Educational Objectives, FLES, Foreign Countries, *French, Grade 1, Grade 2, Grade 3, Grammar, Primary Education, *Second Language Instruction, Time Factors (Learning)

Identifiers—Alberta

The provincial guidelines for primary level French second language instruction in Alberta begin with a discussion of the rationale and time allotment for language instruction within the curriculum. Minimum exit expectations for listening comprehension, speaking, reading, and writing are then outlined, and general and recurring themes for classroom instruction are suggested. Notes are provided on classroom teaching strategies and activities, and a chart displays the recommended linguistic content for each theme and suggestions for the form in which to present the material. A summary of grammatical concepts, expressions and verbs, and vocabulary to be developed in the curriculum is presented. Appended materials include lists of core materials and audiovisual aids and their sources, and the addresses of materials publishers, producers, and suppliers. (MSE)

ED 260 582 FL 015 159

Letz, John A., Jr.

Special Report on Foreign Languages. Illinois

Secondary School Course Offerings, 1982.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Aug 84

Note—50p.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Curriculum Design, Curriculum Research, *Enrollment Trends, *Graduation Requirements, *Language Enrollment, Rural Schools, Secondary Education, *Second Language Instruction, State Surveys, Suburban Schools, Uncommonly Taught Languages, Urban Schools

Identifiers—*Illinois

Data from the Illinois Census of Secondary School Course Offerings for 1981-82 show that the traditional nature of foreign language study continues relatively unchanged. Students typically begin language study in high school and must take only two years of a language. While the availability of foreign languages in high schools was the same in 1981-82 as in 1976-77, it was significantly less in junior high schools. Although overall high school enrollment decreased, the proportion of enrollment in foreign languages increased. Among the most commonly taught languages in high school, Spanish and French made relative gains in enrollment proportions, German lost some, and Latin maintained the same relative enrollment. Italian was the most heavily enrolled of the less commonly taught languages, but only 3% of high schools offered it. Enrollment in English as a second language rose in both junior and senior high schools. German had the highest index of successive enrollments, followed by French, Spanish, and Latin. In general, successive year language enrollments were highest in suburban schools and lowest in rural schools. (Author/MSE)

ED 260 583 FL 015 161

Rorro, Celeste M.

Oral Language Proficiency Assessment for Bilingual and English as a Second Language Certifica-

tion in New Jersey.

New Jersey State Dept. of Education, Trenton. Bureau of Teacher Certification and Academic Credentials.

Pub Date—Aug 81

Note—17p.

Available from—New Jersey State Department of Education, 225 West State Street, Trenton, NJ 08625.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, *English (Second Language), Interviews, *Language Proficiency, Language Teachers, Language Tests, *Oral Language, Program Development, State Legislation, *State Standards, *Teacher Certification

Identifiers—*New Jersey

The development of oral language proficiency as a requirement for bilingual and English-as-a-second-language (ESL) teacher certification in New Jersey is chronicled. Efforts made toward the preparation of bilingual and ESL teachers to accommodate the increasing numbers of limited English proficient students in the state are outlined, beginning with the passage of the New Jersey Bilingual Law in 1975 and the adoption of teacher certification requirements. The following matters are described and explained: the Language Proficiency Interview (LPI) developed by the Educational Testing Service, the statewide language proficiency assessment program, the history of LPI administration by the State Department of Education, the transfer of LPI administration from the Educational Testing Service to the Department of Education and subsequently to colleges with approved programs in bilingual and ESL education, and the results of administration of the LPI from 1976 to mid-1981. (MSE)

ED 260 584 FL 015 163

English Teaching Profile: Bahrain

British Council, London (England). English Language and Literature Div.

Pub Date—Mar 85

Note—10p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *English (Second Language), Foreign Countries, Higher Education, Instructional Materials, *Language of Instruction, *Language Role, Language Teachers, Material Development, *Second Language Programs, Teacher Qualifications

Identifiers—*Bahrain

A profile of the state of English and English instruction in Bahrain covers the following topics: description of the role and status of English language use in industry and commerce, government, and education; the role of English at all levels of the educational system; the availability, characteristics, and qualifications of teachers of English; the type of materials support available for instruction; the type of and demand for English instruction outside the educational system; and the level of British and American support for English instruction. It is concluded that, at all levels of society, there is a recognition of the importance of English for development, communication, industry, business, and banking. The Ministry of Education is concerned about the generally poor level of English proficiency attained by those who leave school after nine years of instruction, and industries and commercial institutions are searching for ways to improve their employees' English proficiency. Factors inhibiting English instruction include conservatism among both local and expatriate teachers, dependence on the textbook as an authority on English language and methods, poor teacher training with underemphasis on teaching methods and classroom instructional skills, and inadequate English speaking competence among non-native English-speaking teachers of English. (MSE)

ED 260 585 FL 015 164

English Teaching Profile: New Zealand.

British Council, London (England). English Language and Literature Div.

Pub Date—Mar 85

Note—8p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Creative Writing, Educational Planning, Elementary Secondary Ed-

ucation, *English (Second Language), *English Curriculum, Foreign Countries, Higher Education, Instructional Materials, *Language of Instruction, Language Research, *Language Role, Publishing Industry, Teacher Education, Technical Assistance

Identifiers—*New Zealand

A profile of the state of English and English instruction in New Zealand covers the following topics: a description of the role and status of English language use in industry and commerce, government, and education; the role of English at all levels of the educational system; the availability and training of teachers of English; the type of materials support available for instruction; educational administration in relation to English instruction, development and planning for the teaching of English; the type of and demand for English instruction outside the educational system; the level of British, American, and other agency support for English instruction; commercial opportunities and creative writing; and current research on English language and literature. It is concluded that with regard to the teaching of English, there is a tension between the search for a national identity and the strong attraction in the universities for traditional English studies. A search is under way for teaching and assessment techniques to encourage continued mastery of English as the main international language while making possible recognition of distinctive forms of New Zealand native expression within it. A short bibliography is also included. (MSE)

ED 260 586 FL 015 165

English Teaching Profile: Turkey.

British Council, London (England). English Language and Literature Div.

Pub Date—Mar 85

Note—22p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Creative Writing, Educational Planning, Elementary Secondary Education, *English (Second Language), Foreign Countries, Higher Education, Instructional Materials, *Language of Instruction, Language Research, *Language Role, Language Teachers, Material Development, Second Language Programs, Teacher Education, Technical Assistance

Identifiers—*Turkey

A profile of the state of English and English instruction in Turkey covers the following topics: a description of the role and status of English language use in industry and commerce, government, and education; the role of English at all levels of the educational system; the availability, characteristics, and training of teachers of English; the type of materials support available at all levels of instruction; educational administration in relation to English instruction, development, and planning for the teaching of English; the type of and demand for English instruction outside the educational system; the level of British, American, and other agency support for English instruction; and commercial opportunities, creative writing, and current research on English language and literature. A strong interest in the English language is noted at all levels in Turkey as well as wide enthusiasm for English literature. Although English is recognized as vital for Turkey's development in the international arena, meeting the demand for high quality English instruction has become difficult. Understaffing, lack of funds, and undertrained instructors present problems in teacher training. A short bibliography is also included. (MSE)

ED 260 587 FL 015 167

Johnson, Carol

American Government. A High School Bilingual Supplement for Laotian Students.

Rochester Public Schools, Minn.

Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Jun 85

Note—270p.

Available from—Rochester Public Schools, Independent School District 535, Edison Building, Rochester, MN 55902.

Language—Lao; English

Pub Type—Guides - Classroom - Learner (051) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Civics, *Constitutional Law, High Schools, Immigrants,

Instructional Materials, Lao, Laotians, Limited English Speaking, Local Government, Refugees, Secondary School Curriculum, State Government, Supplementary Reading Materials, *United States Government (Course)

A course handbook for limited English-speaking, native Laotian-speaking immigrant high school students in a course on United States government is intended to simplify concepts, build learning confidence, and supplement classroom texts. It contains lessons on the beginnings of the United States government, revolution and independence, the development and content of the Constitution, the legislative process, State government (legislature, election of officers, State services, State finance, and upper and lower court systems), citizens' rights, local and city government, and four units on the process of obtaining American citizenship. The lessons consist of a vocabulary preview; the content; a Laotian translation; and exercises that review the content, use the vocabulary, and draw conclusions from the content. Charts, graphs, and other illustrations are included; review lessons are interspersed with the content lessons. A glossary giving both English and Laotian definitions for English words and a short bibliography are appended. (MSE)

ED 260 588 FL 015 168
Johnson, Carol

American Government. A High School Bilingual Supplement for Vietnamese Students. Rochester Public Schools, Minn. Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—Jun 85
Note—253p.
Available from—Rochester Public Schools, Independent School District 535, Edison Building, Rochester, MN 55902.

Language—Vietnamese; English
Pub Type—Guides - Classroom - Learner (051) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Citizenship Education, *Civics, *Constitutional Law, High Schools, Immigrants, Instructional Materials, Limited English Speaking, Local Government, Refugees, Secondary School Curriculum, State Government, Supplementary Reading Materials, *United States Government (Course), Vietnamese, Vietnamese People

A course handbook for limited English-speaking, native Vietnamese-speaking immigrant high school students in a course on United States government is intended to simplify concepts, build learning confidence, and supplement classroom texts. It contains lessons on the beginnings of United States government, revolution and independence, the development and content of the Constitution, the legislative process, State government (legislature, election of officers, State services, State finance, and upper and lower court systems), citizens' rights, local and city government, and four units on the process of obtaining American citizenship. The lessons consist of a vocabulary preview; the content; a Vietnamese translation; and exercises that review the content, use the vocabulary, and draw conclusions from the content. Charts, graphs, and other illustrations are included; review lessons are interspersed with the content lessons. A glossary giving both English and Vietnamese definitions for English words and a short bibliography are appended. (MSE)

ED 260 589 FL 015 169
Johnson, Carol

American Government. A High School Bilingual Supplement for Cambodian Students. Rochester Public Schools, Minn. Pub Date—Jun 85
Note—257p.

Available from—Rochester Public Schools, Independent School District 535, Edison Building, Rochester, MN 55902.

Language—Cambodian; English
Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Cambodians, *Citizenship, Civil Liberties, *Constitutional Law, Course Content, Courts, *Democracy, Federal Government, Financial Support, Illustrations, Immigrants, *Legislation, Limited English Speaking, Local Government, Secondary Education, State Government, *United States Government (Course), United States History

A bilingual Cambodian-English supplement designed for high school courses in American government is intended to interpret the story of government's operation in a clear and interesting way and provide a vocabulary of frequently-used words and phrases. The lessons, in both English and Cambodian, cover the following topics: American government; the development and contents of the Constitution; the process of a bill becoming law; the principles, processes, and funding of State government, services, and courts; citizens' rights; local and city government; and the processes and requirements of becoming a permanent United States citizen. Illustrations, vocabulary lists and a glossary are also included. (MSE)

ED 260 590 FL 015 170
Derrick-Marcus, Maria Gmuca, Jacqueline L.

Concepts of Unity and Sentence Structure in Arabic, Spanish, and Malay.

Pub Date—Mar 85
Note—11p.; Paper presented at the annual meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Arabic, Coherence, *Cohesion (Written Composition), College Students, Comparative Analysis, Contrastive Linguistics, English (Second Language), *Expository Writing, Foreign Students, Higher Education, *Malay, Second Language Learning, *Sentence Structure, *Spanish

Identifiers—University of North Carolina Charlotte

A university writing faculty conducted a study of the concepts of unity in expository prose and of sentence structure as understood by Arabic, Malay, and Spanish speakers to discover why some students grasp some concepts more readily than others. Interviews, surveys, and analysis of written compositions revealed that the reason lies in ways these concepts are understood in other languages. Arabic speakers have difficulty grasping the role of the thesis as the organizing principle in English prose because the purpose of Arabic prose is to elaborate on an accepted viewpoint. Also, for Arabic speakers, a sentence consists of a number of independent clauses. Malays present and support a viewpoint in their essays; therefore, their writing conforms more closely to American standards of unity. The reasons seem to be Malay academic requirements for tightly organized essays and straightforward sentences and the tradition of politeness toward teachers which requires students to write well-organized essays. Like Americans, Latins write to defend a point of view, and they include a range of arguments. However, like Arabic speakers, they write serial sentences. These findings should generate more effective explanations of unity and sentence structure in English prose and an increased awareness of good writing in other languages. (MSE)

ED 260 591 FL 015 171
Martin, Ann Aronson

Effective Teaching of ESL Reading.

Pub Date—May 84
Note—37p.; Master's Thesis, Roosevelt University. Pub Type—Reports - Evaluative (142) — Information Analyses (070) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Techniques, *Cultural Influences, *English (Second Language), Literature Reviews, *Reading Instruction, *Second Language Instruction, *Teacher Effectiveness, Teaching Methods

This thesis presents an examination of the currently most promising approaches to reading instruction in English as a second language (ESL). It looks at the factors which make the ESL teacher more effective and suggests ways these important factors can be used in instruction. The study is based on a review of the literature and interviews with and observation of experts in the field. The literature revealed a strong emphasis on the psycholinguistic approach to reading, which stresses a thorough understanding on the teacher's part of the reading process, and entails an appreciation of the cultural, linguistic, and rhetorical differences between the student's native language and culture and the American language and culture. It is concluded that ESL teacher training should include a course on reading instruction with this approach, and that ESL reading materials designers should use this approach.

Further study is recommended to apply the approach to such classroom issues as grouping students by learning goals, targeting specific cultural groups, and accommodating age groups. Wider dissemination of information to teachers and administrators about the psycholinguistic approach to ESL is also recommended. (MSE)

ED 260 592 FL 015 172
Brandon, E. P.

Ellipsis and Ideology.

Pub Date—[84]
Note—31p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Discourse Analysis, *Language Usage, *Persuasive Discourse, *Philosophy, *Semantics, Social Values, *Speech Communication

Identifiers—*Ellipsis, Ideology

A discussion of ellipsis, the omission of information from a communication, argues that the fairly precise logical notion of ellipsis as used in philosophical analysis can be applied in the sociological study of ideology. It is proposed that ellipsis is a simple explanation of the workings of the language in which much potent ideology is embodied, that sensitization to ellipses can help expose ideological confusion, and that through this exposure, rationality can be promoted. The focus of the analysis is semantic ellipsis. Elliptical sentences of this type are grammatical, are often unambiguous and with a known context, and appear to be perfectly meaningful. However, what is omitted is the main bearer of evaluative weight, so that agreement and commitment can be obtained for the speaker's values and aims, with no necessity for the speaker to specify or defend them. It is suggested that an understanding of how this form of ellipsis works can be an intellectual tool in countering ideology in which there is no other room for critical response. (MSE)

ED 260 593 FL 015 173
Gottlieb, Margo H.

Communicative, Language, and Academic Proficiencies of Limited English Proficient and Native English Speaking Elementary School Students.

Pub Date—85
Note—31p.; Paper presented at the annual meeting of the American Educational Research Association (Chicago, IL, March 31 - April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Bilingual Education, *Communicative Competence (Languages), Comparative Analysis, Elementary Education, *Elementary School Students, English (Second Language), *Language Proficiency, Lao, *Limited English Speaking, Native Speakers, Receptive Language, Spanish Speaking

A research project investigated communicative language skills and the academic proficiency of native English speakers and limited-English-speaking (LEP) elementary school students. The subjects were 304 native English speakers and bilingual program participants, speakers of Lao and Spanish. The data are derived from a locally developed assessment system that has been validated. The results, based on analysis by language subsample, by grade and across grades, confirm that there are qualitative and quantitative differences between the groups in all the investigated facets of English language proficiency. Meaningful intercorrelations among second language, school-based proficiencies are found in LEP students. A statistically significant association between receptive communicative proficiency and academic proficiency emerges for younger, but not older, native English speakers. A theoretical framework that captures the relationships among the stated proficiencies is found viable for both LEP and native English-speaking students. The implications of these findings for ESL and bilingual education programs are discussed. (Author/MSE)

ED 260 594 FL 015 174
Sridhar, Kamal K.

Language Maintenance and Language Shift Among Asian Indians: Kannidigas in the New York Area.

Pub Date—85
Note—31p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, Age Differences, Bilingualism, *Cultural Influences, Ethnic Groups,

*Immigrants, *Indians, *Kannada, Language Attitudes, *Language Maintenance, Language Skill Attrition, Social Influences, Socioeconomic Status
Identifiers—*Language Shift, New York (New York Metropolitan Area)

A study of language maintenance and language shift among Asian Indian speakers of Kannada in the New York metropolitan area within the first generation of settlement in the United States examines this issue from a sociolinguistic perspective. The variables examined include the following: (1) proficiency in and respect for the mainstream language prior to immigration; (2) access to the middle- and upper-class social roles soon after arrival; and (3) diversity of languages or regional subcultures within the ethnic group, including differences in intensity of language loyalty. The study also addresses the claim that Indian bilingualism is conducive to maintenance rather than shift. A 55-item questionnaire was administered to 21 families of Kannada speakers, requesting information about demographic details, opportunities for Kannada use in the United States, indicators of rootedness in the ethnic tradition, parents' use of language in different domains, the children's Kannada proficiency, children's use of and attitude toward Kannada in various situations, parents' efforts toward language maintenance, and parents' attitude toward the future of Kannada in the United States. The results are discussed in light of the language maintenance variables examined and compared with the results of similar studies. (MSE)

ED 260 595 FL 015 175

Powers, Stephen. And Others

An Application of the Rasch Model for Comparing the Performance of English-Speaking and Spanish-Speaking Children.

Pub Date—Aug 85

Note—19p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Achievement Rating, *Comparative Analysis, Ethnic Groups, Item Analysis, *Preschool Children, *School Readiness, Screening Tests, *Spanish Speaking, *Test Bias, Test Theory
Identifiers—Cooperative Preschool Inventory, *English Speaking, *Rasch Model

In a study of the usefulness of the Rasch model for examining tests for possible bias, 102 native Spanish-speaking and 104 native English-speaking preschool four-year-olds in a remedial education program were administered Spanish and English versions of the Cooperative Preschool Inventory, a standardized measure of school readiness. The Rasch model of analysis was applied to the verbal and motor scales of each version. Results indicated that eight items that fit the model appeared to be improperly functioning items because on four items English-speaking pupils had an advantage over Spanish-speaking pupils, and on four, the advantage was reversed. Several discrepancies were found in the item translations and in the administration and scoring directions of the Spanish and English versions, including more complete examiner information on the English version in the form of correct responses, suggested probes, and possible answers from the examinees. In addition, the directions associated with each item in the Spanish version are given in English, requiring the examiner to translate them into Spanish before directing them to the examinee, and some of the English-to-Spanish translations allow for the change of verb tenses. (MSE)

ED 260 596 FL 015 176

Stewart, Robert A. C.

Cognitive, Socio-cultural and Institutional Explanations for Ethnic Differences in Academic Achievement in Fiji (or Affirmative Action in the South Seas).

Pub Date—Aug 84

Note—18p; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984). Some pages may be marginally legible.

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Affirmative Action, College Admission, College Students, Comparative Analysis, *Educational Objectives, Educational Research, *Equal Education, *Ethnic Groups, Foreign Countries, Higher Education, National Surveys, *School Surveys, Universities

Identifiers—*Fiji, University of the South Pacific

(Fiji)

The status of and efforts toward educational equity in the bi-ethnic community in the independent nation of Fiji are examined in the context of participation in higher education, particularly at the University of the South Pacific. It is noted that at the university, which serves 11 countries and about 60 cultures, despite an affirmative action policy, there is lower participation among indigenous Fijians than among Fiji citizens of Indian origin. Research on this problem in Fiji is reviewed, including studies of secondary schools, university student achievement, and medical school participation. An analysis of the psychological, sociocultural, and institutional factors contributing to this situation is outlined, and relevant research in Fiji showing significant ethnic differences relating to some of these factors is discussed. Various affirmative action proposals addressing these three factor categories are examined. (MSE)

ED 260 597 FL 015 177

Sharratt, P. A.

The Production of Metaphor in Young Children.

Pub Date—[85]

Note—33p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Child Language, *Creative Thinking, Expressive Language, *Intellectual Development, *Language Acquisition, *Metaphors, Psycholinguistics, Speech Acts, *Young Children
Identifiers—Piagetian Theory, Poetics

An examination of the use of metaphors by children summarizes the views of metaphor as found in the literature and describes a theoretical framework for the study of such utterances in young children by integrating two hypotheses. It is postulated that the young child uses metaphor to test new inferences about various kinds of relationships in the world in terms of the response obtained from the listener. This viewpoint brings together the Piagetian and Speech Act hypotheses, and makes it possible to ask more specific questions about metaphor production by children, dependent on the further development of some existing investigating procedures and criteria. It is proposed that this approach takes the phenomenon of child metaphor out of the category of description where it has been located until now. The report also includes a substantial list of references. (MSE)

ED 260 598 FL 015 187

Cross Currents, Volume 12, No. 1, Fall/Winter 1985.

Language Inst. of Japan, Odawara.

Pub Date—85

Note—132p.

Journal Cit—Cross Currents; v12 n1 Fall-Win 1985

Pub Type—Guides—Classroom—Teacher (052)—

Reports—Descriptive (141)—Collected Works—Serials (022)

EDRS Price—MF01/PC06 Plus Postage.

Descriptors—Book Reviews, Class Activities, *Classroom Techniques, Communicative Competence (Languages), *Cross Cultural Studies, *English (Second Language), Logical Thinking, Nonverbal Communication, Notional Functional Syllabi, Postsecondary Education, Pragmatics, *Second Language Instruction, Teaching Methods, Telephone Usage Instruction, Writing Instruction

The following articles are included in this number: "The Compatibility of the Natural Approach and the Communicative Approach," by K. J. Fand; "Teaching Nonverbal Communication Patterns in the ESL Classroom," by K. L. Fitch; "Metacommunication in Accommodated Community Language Learning," by P. G. La Forge; "Content in Composition Courses: Women's Studies," by W. Pounda; "The Fully Notional Syllabus: A Sample Lesson," by C. Pariah, A. Mischler, and T. Yamamoto; "What in the World is Spoken English?" by N. Weinstein; "Realistic Telephone Exercises," by L. Riesberg; "Practicing Adjective Clauses without Sentence Combination: Meaningful Communication vs. Mechanical Practice," by H. Sundvall; and "Using Logic in the Classroom," by R. Kushen. A review of a radio play is also included. (MSE)

ED 260 599 FL 015 188

Rassias, John A., Ed. Cormier, Raymond J., Ed.

The Ram's Horn, Volume I, Numbers 3 and 4.

Pub Date—82

Note—80p.; Proceedings of a Special Session at the Annual Meeting of the Modern Languages Association

(San Francisco, CA, December 1979). Available from—Language Outreach and the Rassias Foundation, Dartmouth College, Hanover, NH 03755.

Journal Cit—The Ram's Horn; v1 n3-4 Win-Spr 1980-81 1982

Pub Type—Collected Works—Serials (022)—Collected Works—Proceedings (021)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Book Reviews, *Classroom Techniques, College Second Language Programs, Conference Proceedings, *Dramatics, Higher Education, *Intensive Language Courses, *Literature Appreciation, Program Descriptions, Secondary Education, *Second Language Instruction, *Spanish, Teaching Methods

Identifiers—Rassias Method
 This combination Winter-Spring 1980-81 and 1982 number of the journal contains several papers which constitute the proceedings of a special session of the December 1979 Modern Language Association annual meeting as well as a separate article and a book review. The conference papers include: "New Views on the Use of Drama and Dramatic Technique in the Teaching of Foreign Languages and Literatures," by D. P. Seniff; "All the Class is a Stage," by J. A. Rassias; "The Oral Interpretation of Literature in the Spanish Language Classroom," by J. Dowling; "Spanish Theatre at the University of Washington," by F. F. Anderson; and "Drama and the Spanish Language Classroom: A Personal Chronicle," by M. A. Compitello. The other article is "The Rassias Intensive Language Method Goes to High School," by J. Creviere, S. Mastenbrook, and P. Peck. The book review, by H. B. Altman, gives an account of Paul Simon's "The Tongue-Tied American: Confronting the Foreign Language Crisis." (MSE)

ED 260 600 FL 015 191

Educating the Minority Student: Classroom and

Administrative Issues.

InterAmerica Research Associates, Rosslyn, VA;

National Clearinghouse for Bilingual Education,

Rosslyn, VA.

Spons Agency—National Inst. of Education (ED), Washington, DC; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Report No.—ISBN-0-89763-103-X

Pub Date—84

Contract—NIE 400-80-0040

Note—54p.

Available from—National Clearinghouse for Bilingual Education, 15555 Wilson Blvd., Suite 605, Rosslyn, VA 22209.

Pub Type—Reports—Descriptive (141)—Collected Works—General (020)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Administrative Policy, Alaska Natives, American Indians, *Bilingual Education, *Classroom Techniques, Disabilities, *English (Second Language), Federal Legislation, Language Proficiency, *Language Tests, *Limited English Speaking, Mathematics Instruction, Minority Groups, *Program Administration, Reading Instruction, Refugees, Second Language Instruction, State Boards of Education

An overview of classroom and administrative issues related to the education of language minority students in the United States is presented in two sections. The section on classroom issues focuses on four topics: teaching methodologies for English as a second language; the features, titles, and sources of language proficiency assessment instruments; principles, techniques, and policies for improving mathematics skills in this group; and native and English language literacy for language minority students. The section on administrative issues discusses: a recent evaluative study of the Federal American Indian/Alaskan Native program; a transition program for refugee children; a study by several State Boards of education to help states strengthen their capacity-building for educational services to limited-English-speaking children; elements of effective counseling programs; and the Federal Education for All Handicapped Act of 1975. Each subsection contains a list of resources, and a list of resource organizations is appended. (MSE)

ED 260 601 FL 015 193

A Study of Teacher Training Programs in Bilingual

Education: Executive Summaries, Volumes I and

II. Part C Research Agenda.

InterAmerica Research Associates, Rosslyn, VA;

National Clearinghouse for Bilingual Education, Rosslyn, VA.

Spons Agency—National Inst. of Education (ED), Washington, DC; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date—84

Contract—NIE-400-80-0040

Note—23p.

Available from—National Clearinghouse for Bilingual Education, 1555 Wilson Blvd., Suite 605, Rosslyn, VA 22209.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education Programs, *Curriculum, Graduate Surveys, Higher Education, Institutional Characteristics, National Surveys, Productivity, *Program Administration, Program Descriptions, Program Evaluation, *Student Characteristics, *Teacher Education, Teacher Educators, *Teacher Supply and Demand

The executive summaries for two portions of a national survey of the programs and outcomes of bilingual education teacher training programs are presented. The first summarizes the findings of site visits to 56 two- and four-year institutions to examine four aspects of the teacher training programs: curriculum, management, student characteristics and progress, and the institutional setting. Indicators of an institution's ability to produce sufficient well-qualified bilingual education teachers and to institutionalize and maintain the programs in the absence of Federal support are also discussed. The second summary presents the findings of a survey of graduates from bilingual teacher education programs and a study of the supply of and demand for bilingual education teachers nationwide. The graduate survey obtained data on the professional status of 809 teacher education graduates and 168 teacher trainer program graduates from one to three years after training. The objective was to determine the extent to which the programs were alleviating the shortage of qualified teachers. (MSE)

HE

ED 260 602

HE 018 550

Quick, Miriam M. And Others

A Preliminary Examination of the Impact of Selected Educational Variables on the SBTPE and NCLEX.

Pub Date—85

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bachelors Degrees, *Certification, *College Graduates, Comparative Testing, Higher Education, National Competency Tests, *Nurses, *Nursing Education, Predictor Variables, *Scores, State Standards, Testing Programs

Identifiers—East Carolina University NC, *National Council Licensure Examination, *Professional Licensure Examinations, State Board Test Pool Examination

The performance of baccalaureate nursing school graduates on the new National Council Licensure Examination (NCLEX) was compared to graduates' performance on the old examination, the State Board Test Pool Examination (SBTPE). Data were gathered for 287 graduates who took the SBTPE between 1979-1981 and 175 graduates who took the NCLEX in 1982 and 1983. The passing rate of East Carolina University graduates on the NCLEX increased by almost 12 percent during 1982 and 1983. Graduates had a higher passing rate on the NCLEX compared to the SBTPE. For both licensing examinations, transfer and older graduates had higher passing rates than nontransfer and younger graduates. Compared to graduates who failed either licensing examination, graduates who passed the examinations had: higher mean raw scores on six National League for Nursing Achievement Tests, higher mean scores on the verbal and math Scholastic Aptitude Tests, and higher mean grade point averages and grade averages in selected study fields (mathematics-science, social science, nursing theory, and clinical nursing). (SW)

ED 260 603

HE 018 551

Davey, Kathleen B. Sell, G. Roger

Instructional Evaluation for Development/Improvement: Fact or Fiction Based on a Case

Study of Faculty Practices?

Pub Date—Apr 85

Note—89p.; Paper presented at the Annual Meeting of the American Educational Research Association, Division J, (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Case Studies, *College Faculty, *Curriculum Development, *Faculty Development, Faculty Evaluation, *Feedback, Higher Education, Information Utilization, Instructional Development, *Instructional Improvement, Questionnaires, State Universities, *Teacher Effectiveness, Teaching Skills

Identifiers—*Ohio State University

A study based on a randomly-selected sample of 41 Ohio State University faculty was conducted to examine faculty member's receipt and use of feedback about instruction-related activities. The faculty was also asked to identify issues relevant to evaluation practices and improvement of instruction. Faculty reported relatively little effort directed toward instructional improvement or faculty development. Faculty generally had little contact with colleagues regarding their teaching, courses, or their evaluation. Course structure, examinations, and teaching methods, in general, received little purposeful review other than faculty-initiated student ratings of teaching. Information is provided on faculty use of various feedback mechanisms, including promotion/tenure reviews, student evaluations of instruction, analysis of student performance on tests, and in-class observation by peers. In addition to a detailed examination of the findings and samples of faculty comments, implications of current practices on instructional quality within doctoral-granting institutions are discussed. Suggestions for action to improve current instructional evaluation practices are also offered. Appended are a one-page faculty background questionnaire and definitions of codes used to classify faculty interview data. (SW)

ED 260 604

HE 018 552

Tyree, L. Mark Sagaria, Mary Ann D.

Institutional Responses to Change in a Budgetary Formula for Instruction: Evidence from Colleges and Universities in Virginia.

Pub Date—Apr 85

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Budgeting, Change Strategies, College Programs, *Community Colleges, *Expenditure per Student, Financial Problems, Higher Education, Predictor Variables, Program Costs, Public Policy, Resource Allocation, Retrenchment, State Action, *State Colleges, *Teacher Student Ratio, Unit Costs

Identifiers—*Formula Funding, Public Colleges, *Virginia

The effects of a budgetary formula change on 39 public colleges and universities in Virginia were assessed. As a state reaction to declining resources, the sample of 15 senior-level colleges and 24 community colleges had undergone a policy change for the 1978-1980 budget to make an adjustment upward in the student-faculty ratio. Attention was directed to three concerns: (1) the impact of the student-faculty ratio on instructional costs per student; (2) responses by the schools to the formula change, including instructional expenditures and the number of degree programs offered; and (3) institutional responses of senior-level colleges compared to community colleges. The conceptual framework for the analysis was derived from the "revenue theory of cost" (Bowen) and the "threshold level" of enrollment (Maynard). The primary data source was the Higher Education General Information Survey. As a result of institutional responses to revenue distress, per unit costs began to fall in both college sectors 2 years after the budgetary adjustment. Initially, per unit costs continued to rise as colleges were slow to adapt and were unwilling to retrench faculty. Instructional expenditure and number of degree programs per 100 full-time equivalent students were significant predictors of per unit instructional costs. (SW)

ED 260 605

HE 018 553

Edwards, Janine C. And Others

Improving Clinical Teaching: Focus on Residents.

Pub Date—Apr 85

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Clinical Teaching (Health Professions), *Graduate Medical Students, Higher Education, *Inservice Education, *Instructional Improvement, Medical Case Histories, *Medical Education, Program Evaluation, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, *Teaching Skills, Videotape Recordings, Workshops

Identifiers—*Louisiana State University

Information on the development and evaluation of a workshop to improve residents' clinical teaching at the Louisiana State University School of Medicine is presented. Over a 2-year period, residents from all specialties participated in the workshop. A majority of residents rated the workshop favorably, and 70 percent requested additional training. For 97 residents who provided before/after ratings of their teaching skills, post-workshop ratings were significantly higher than pre-workshop ratings. Ratings of 38 residents by 257 third-year medical students showed pre- to post-workshop improvement on the following dimensions of clinical teaching: organization/clarity, clinical skills, knowledge/analytical ability, and provision of direction and feedback. Additional training to improve 68 residents' clinical teaching behaviors is being developed and evaluated in a 3-year experimental study. Videotapes of resident/student case presentations are used to instruct residents, and trained raters measure the teaching behaviors observed by videotapes. Structured interviews will also be conducted to explore residents' awareness and motivation regarding teaching. A pyramid training system that would involve teachers, residents, and students is recommended. (SW)

ED 260 606

HE 018 554

Dunkle, Sondra E.

Use of Mastery Learning Approach in Allied Health Programs: Emergence of Higher Education.

Pub Date—Dec 84

Note—40p.; Doctoral Practicum Paper, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Information Analyses (070) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, *Allied Health Occupations Education, Comparative Analysis, Competency Based Education, Curriculum Development, *Educational Objectives, Higher Education, Learning Modules, *Mastery Learning, Mastery Tests, Medical Education, Nursing Education, *Physical Therapy, Social Work, Teacher Attitudes

Identifiers—*California State University Fresno

Disadvantages and advantages that physical therapy and allied health programs have encountered in utilizing a mastery learning approach are identified, based on a literature review and questioning of health educators. Recommendations concerning the implementation of this approach at California State University, Fresno are offered, along with a time table for the post-baccalaureate curriculum. Experiences with mastery learning by the following disciplines are covered: physical therapy, nursing, medicine, and social work. The following problems (and effective solutions) are considered: time commitment for developing a mastery learning curriculum, faculty resistance to change and lack of knowledge about developing learning packages, costs to produce modules, registration problems, and difficulties in measuring all unit objectives on one unit exam. Advantages of mastery learning include: competencies and standards for mastery are preset and clear; the use of competencies encourage faculty to develop relevant learning experiences; faculty spend less time lecturing and become resource persons and managers of educational processes; and increased frequency of testing provides feedback and redirects learning efforts. A comparison of mastery learning and competency based education on various components is included. (SW)

ED 260 607 HE 018 556

Dunkle, Sandra E.

Developing a Problem-Solving Approach to Teaching Physical Therapy Skills. Curriculum Development.

Pub Date—Oct 82

Note—43p.; Doctoral Practicum Paper, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Allied Health Occupations Education, *Behavioral Objectives, *Clinical Teaching (Health Professions), Course Objectives, *Curriculum Development, Higher Education, *Minicourses, *Physical Therapy, *Problem Solving, Teaching Methods

Identifiers—*California State University Fresno

A minicourse that uses a problem-solving approach to teach physical therapy skills was developed for the Physical Therapy Program at California State University, Fresno. Clinical supervisors and faculty helped to identify competencies and write behavioral objectives, and physical therapy students provided input to help design the minicourse. An extensive literature search determined approaches used by other allied health programs to incorporate problem-solving into the curriculum. Once written, the terminal objective and enabling objectives became the basis around which the remainder of the course evolved. The minicourse was designed to be taught over two Saturdays, or 15 hours. The target audience was junior and senior physical therapy students, plus clinical supervisors. The completed minicourse has been approved by department faculty, clinical supervisors, and students. Feedback from participants should be obtained at the conclusion of the course to help faculty determine how to implement problem-solving within the overall curriculum. Appendices provide: course objectives; course outline with time schedule; minicourse subject topics; objectives for specific topics (e.g., anatomy and kinesiology); and teaching strategies for each topic, including possible media, learner activity, and teacher activity. (Author/SW)

ED 260 608 HE 018 557

Reauthorization of the Higher Education Act:

Program Descriptions, Issues, and Options. 99th Congress, 1st Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources; Library of Congress, Washington, D.C. Congressional Research Service.

Report No.—Senate-Prt-99-8

Pub Date—Feb 85

Note—505p.; Document contains small print.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors—College Libraries, Continuing Education, Cooperative Education, Disadvantaged, *Federal Aid, *Federal Legislation, Federal Programs, Financial Support, Government School Relationship, *Higher Education, International Education, Program Descriptions, Research and Development, Student Financial Aid, Student Loan Programs, Teacher Education, Work Study Programs

Identifiers—College Costs, Congress 99th, *Higher Education Act 1965, Reauthorization Legislation Background information on the Higher Education Act and issues and options for each title of the Act are considered in this report, which was prepared to help the U.S. Congress in its consideration of the reauthorization legislation. Included are basic data about higher education in the United States and an overview of research and development (R&D) activities being conducted in higher education institutions. The following topics are addressed: institutional purpose, enrollment trends, earned degrees, faculties, institutional support, public funds for private institutions, institutional versus student aid, tuition policies, institutional eligibility, benefits and costs, and private sector support and collaboration. Student grant and loan programs and work-study programs are covered, along with: institutional aid programs; the college library program; construction, renovation, and equipment programs; special programs for the disadvantaged; teacher education; cooperative higher education programs; international education programs; the Fund for the Improvement of Postsecondary Education; continuing education programs and planning; and R&D funding. Appendices contain a brief summary of the

recent report entitled "Involvement in Learning" and abstracts of the reports issued by the National Commission on Student Financial Assistance. (SW)

ED 260 609 HE 018 559

Westmeyer, Paul

A History of American Higher Education.

Report No.—ISBN-0-398-05083-X

Pub Date—85

Note—177p.

Available from—Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62717.

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—Access to Education, Church Related Colleges, *College Administration, *College Curriculum, *Educational History, Educational Philosophy, Elective Courses, General Education, Governance, Graduate Study, *Higher Education, *Land Grant Universities, Liberal Arts, *Private Colleges, Specialization, Trend Analysis, Undergraduate Study, Universities

Identifiers—American Association of University Professors

The history of higher education in the United States is traced. While major developments affecting higher education as a whole are emphasized, detailed descriptions are included on the nature of selected institutions, their operating arrangements, and their influences. In addition to historical facts, details, and data, a synthesis of educational and organizational trends, philosophies, and teaching methods and models is provided. The nine chapters cover the first colonial colleges, colleges in young America, movement toward a true university, the emergence of graduate schools and the elective system, psychology and philosophies, the impact of the American Association of University Professors on academic freedom, the emergence of modern universities, and governance patterns. Developments that are addressed include: emphasizing classical versus practical studies, the growth of modern science following Darwin's work, private education, military service institutions, the growth of great state universities after the passage of the Morrill Act, and adoption of the system of majors and minors. Three trends in American higher education are identified: from religious to secular education, from an elite to a popular student body, and from general to specialized curricula. (SW)

ED 260 610 HE 018 560

Gill, Wanda E.

A Pre-Law Program Model for a Small Historically Black College.

Pub Date—[85]

Note—18p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Advising, *Black Colleges,

*Black Students, Career Counseling, *College Programs, Computer Assisted Instruction, Higher Education, Lawyers, Mentors, Models, *Small Colleges, Student Recruitment, Summer Programs, *Undergraduate Study

Identifiers—*Legal Education (Professions)

The design and development of a pre-law program for a small historically black college are described. The model consists of six phases: community outreach/recruitment; an 8-week summer session at the first and second years of college; a second 8-week summer session at the end of the sophomore year; the junior and senior years; and followup. The program components are counseling/advisement, computer-based tutorials, and faculty support. The noncredit summer offerings cover legal writing, consumer advocacy problems, law specialties, taxation laws, business management, and short introductory courses in criminology, negotiation, statutes, ethics, constitutional law, and legal research. Program objectives include: recruit participants from predominantly black high schools and motivate them to explore law careers; offer courses to prepare students for the Law School Admission Test; conduct workshops on completing the law school application process; link students with lawyers who serve as preceptors; offer lectures on current legal topics; provide career counseling; and develop study skills to handle large volumes of materials. Staffing of the program is also discussed. A list of the pre-law major course requirements (30 semester hours) is appended. (SW)

ED 260 611 HE 018 561

Corporate Support of Education, 1983.

Council for Financial Aid to Education, New York, N.Y.

Pub Date—Dec 84

Note—38p.

Available from—Council for Financial Aid to Education, Inc., 680 Fifth Avenue, New York, NY 10019 (\$10.00, prepaid).

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Cycles, *Donors, Economic Factors, *Higher Education, Income, *Industry, National Surveys, *Philanthropic Foundations, *Private Financial Support, *School Business Relationship

Identifiers—*Corporate Support

Results of the Council for Financial Aid to Education's 1983 survey of 503 companies providing financial support to higher education are summarized and tabulated. Attention is directed to: national trends in corporate pretax net income and contributions; effects of inflation; corporate support in relation to total voluntary support and institutional expenditures; the distribution and types of corporate contributions; foundation cash flow by industry; changes in market value of corporate foundation assets by industry; comparative ranking of educational support by industry; total support of education in relation to worldwide pretax net income and assets; and contributions by manufacturing companies. Findings include the following: corporate giving to education in 1983 rose 3.2 percent to an estimated \$1.29 billion; education claimed the largest share of total corporate contributions at 43.0 percent, down slightly from 1982; total corporate contributions rose 7.1 percent in 1983 to an estimated \$3 billion; gifts of company products and other property comprised 11.5 percent of reported contributions; more than half of product gifts went to education; and contributions by company foundations exceeded receipts for the fourth year, but shortfalls were adequately covered by earnings on foundations' assets. (SW)

ED 260 612 HE 018 562

Ohlson, Rolf

The Expansion of the Education Sector in Sweden During the 20th Century.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date—7 Mar 85

Note—21p.

Available from—National Swedish Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden. Journal Cit—Swedish Research on Higher Education; n4 1985

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Demography, *Economic Factors, Education Work Relationship, *Engineering Education, *Enrollment Trends, *Foreign Countries, *Higher Education, School Business Relationship, Student Financial Aid, *Student Recruitment

Identifiers—*Sweden

Three investigations on quantitative changes in higher education in Sweden are described. In Anders Nilsson's dissertation, "Study Financing and Social Recruitment to Higher Education (1920-1976)," attention was focused on changes in college recruitment from 1920 until reforms in 1977; the effect of various college financing conditions on enrollment; and enrollment trends. Variations in enrollment of different social groups were considered, as measured by enrollment ratio from upper-secondary school (gymnasium) to higher education (universities). Lars Pettersson's dissertation, "Engineering Education and Capital Formation (1933-1973)," provides an historical explanation for the expansion in engineering education in Sweden against the background of the growth and transformation of the economy. Consideration was given to changes in the labor market for engineers that affected salaries and, thereby, the demand for engineering education. Rolf Ohlson's study, "Higher Education and Demographic Change," analyzed the short- and long-term changes in the annual flow to higher education during 1923-1975. Enrollment ratios were constructed for different student groups (e.g., male students, female students, engineering students, foreign students). The variations in the flow to college were assessed using a human capital model. (SW)

ED 260 613

Gallin, Alice, Ed.
Beyond Basketball.
Association of Catholic Colleges and Universities,
Washington, D.C.
Pub Date—85
Note—42p.

Available from—Association of Catholic Colleges and Universities, One Dupont Circle, Suite 650, Washington, DC 20036 (\$5.00 each for 1-9 copies; \$4.50 each for 10 or more).

Journal Cit—Current Issues in Catholic Higher Education; v6 n1 Sum 1985
Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Education, *Catholic Schools, *Church Related Colleges, Church Role, College Attendance, College Environment, *College Students, Higher Education, *High School Students, *Religious Education, Student Characteristics, Trend Analysis

Influences and issues concerning Catholic higher education are considered in seven papers, five of which were presented at the 1985 annual meeting of the Association of Catholic Colleges and Universities. In "Partnership in a New Key," David J. O'Brien considers the new sectarianism in American Catholic higher education and an alternative to this position. Paul C. Reinert's article, "To Turn the Tide Revisited," considers the growth and improvement in Catholic colleges as well as difficult questions of viability and strength in the future. High school graduation and dropout rates, college attendance rates, and the age composition of college students are examined by Elaine El-Khawass in "Demographics of the Decade: A Closer Look." Additional demographic information is provided by Michael J. Guerra in "The Catholic High School Student: A National Portrait." In addition, Mary Daniel O'Keefe describes a study completed on adult education programs in "The Catholic College as Locus for Adult Degree Programs." The authors of the following two articles suggest that the quality of environment in Catholic colleges and universities may be seen as "value added": "Are Catholic Colleges Still Catholic?" (William J. Parente); and "Address to the National Catholic Student Coalition" (Joseph Cardinal Bernardin). (SW)

ED 260 614

Moore, Carol A. And Others
Advising the Advisers: A Preventive Intervention Strategy.
Pub Date—85

Note—14p; Paper presented at the National Conference of the American College Personnel Association (Boston, MA, 1985).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, Career Choice, *Career Counseling, College Faculty, Decision Making, *Faculty Advisers, Higher Education, Inservice Education, Interprofessional Relationship, *Interviews, Majors (Students), Professional Development, *Referral, Skill Development, Staff Role, State Universities, Student Personnel Services, *Student Personnel Workers, Workshops
Identifiers—*Virginia Polytechnic Inst and State Univ

Workshops for academic advisers that were held by Virginia Polytechnic Institute and State University are described to assist staff in career planning, counseling, and student services. Developed by the University Counseling Services, the workshops series for faculty and invited academic advisers, was designed to promote collaboration between student services staff and faculty, reduce the frustration and burnout reported by advisers in addressing student concerns for which they feel unprepared, increase the ease of referral by advisers to appropriate student service professionals, and reduce incidents of poor advising. Outlines are provided for two workshops: (1) advising, interviewing, and referral; and (2) choosing majors and careers. Additional contents are: 14 items that clarify the nature of the adviser's role (e.g., information provider, confidant, sounding board); 6 questions that can help staff explore reasons for wanting to be an adviser; 17 topics that advisers identified for future workshops or support group meetings; and topics of 11 other training programs available to advisers. (SW)

HE 018 564

ED 260 615

Sabonis-Chafee, Terry, Ed.
The Technology and Society Internship Directory.
A Comprehensive Guide to Washington, DC Internships, 1985-1986, First Edition.
International Student Pugwash, Washington, DC.
Pub Date—85

Note—121p; Directory was made possible by grants from New Land Foundation.

Available from—Student Pugwash, Inc., 505B 2nd St., N.E., Washington, DC 20002 (\$10.00 plus \$2.00 for postage and handling).

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Students, Consumer Protection, Energy Conservation, Environmental Standards, Higher Education, International Cooperation, *Internship Programs, Mass Media Effects, National Security, Nuclear Warfare, *Organizations (Groups), Public Affairs Education, Public Health, Public Policy, *Sciences, *Student Placement, *Technology
Identifiers—*District of Columbia, Public Service, Student Pugwash

Information is presented on internships in the Washington, D.C., area that enable students to explore the effects of technology and science on society. Science and engineering student interns work in nonlaboratory environments, and nontechnical students may work in issue areas and newly emerging public policy challenges. The directory includes opportunities in a wide range of issue areas as well as a broad sampling of organizations. While many of the placements are with nonprofit organizations, some positions are with business, government, and research groups. The 73 placement sites are listed under the following categories: media/communications, national security/nuclear weapons, health and safety, consumer issues, energy and environment, general science and society, and population and international development. Appended materials include: Student Pugwash Clearinghouse profile card, internship application form, sample resume, information on academic credit and compensation, advice for interns, a bibliography of additional directories, advice for creating an internship, information on the Student Pugwash Clearinghouse and other Pugwash programs and chapters, an index of placement types and special interest areas, an organization index, and organization acronyms. (SW)

ED 260 616

Belanger, Charles H., Ed.
Beyond Retrenchment: Planning for Quality and Efficiency. Proceedings: Forum of the European Association for Institutional Research (6th, Brussels, Belgium, August 21-24, 1984).
European Association for Institutional Research.
Report No.—ISBN-0-9692000-0-5
Pub Date—Aug 84

Note—148p; Financial support provided by the Belgian National Council for Research Policy, Ministry of Education-Dutch Division, and the Vrije Universiteit Brussel.

Pub Type—Collected Works - Proceedings (021) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Case Studies, *College Planning, *Educational Quality, Financial Problems, *Foreign Countries, *Higher Education, *Institutional Research, Mathematical Models, Program Evaluation, Retrenchment, School Business Relationship, *Statistical Analysis, Technology Transfer
Identifiers—*Europe, Strategic Planning

Planning, quality, and efficiency in universities are addressed in the proceedings of the 1984 forum of the European Association for Institutional Research. In addition to quality and efficiency in higher education, the 12 papers and 22 abstracts cover: evaluation of research and programs, the application of statistical techniques, strategic planning, entrepreneurial approaches, technology, and case studies of institutional research. Papers and authors include: "Planning for Quality and Efficiency in Higher Education" (Cameron Fincher); "Program Quality: Definition, Assessment, Enhancement" (Bas Savenije); "The Use of Bibliometric Data as Tools for University Research Policy" (H.F. Moed, W.J.M. Burger, J.G. Frankfort, A.F.J. van Raan); "Program Reviews, Planning, and Data Bases: The Experience of a Large University" (Edward A. Holdaway); "Mathematical and Statistical

HE 018 566

Modelling: The Careful Path Between Enthusiasm and Scepticism" (Claude Cossu); "Applying Robust Regression Techniques to Institutional Data" (Carlos Siau, Peter Rousseau, Annick Leroy); "Applying Strategic Planning in Academic Departments: Taking Charge of Change" (Sidney S. Mick); "The Impact of Institutional Research on Educational Decisions: Three Examples with Applications" (Poul Bonde); "Managing Financial Compression: One University's Experience" (Cynthia Hardy, Charles H. Belanger); "The Natural History of a Reorganization Project" (P. Verweel); "College and University Retrenchment: Its Impact on Non-Academic Revenue Sources" (Edwin R. Smith, Ben J. Tuchi); and "Technology Transfer from Universities into Industry" (L. J. Kail, P. J. Luther). (SW)

ED 260 617

Frudent Medical Degrees. Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Eighth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

Pub Date—7 Dec 84
Note—297p; Document contains small print.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accrediting Agencies, Certification, *Cheating, *Credentials, *Degrees (Academic), Federal Legislation, Federal Regulation, Foreign Countries, *Foreign Medical Graduates, Government Role, Hearings, Higher Education, *Medical Education, Medical Services, *Physicians, Quality Control, State Licensing Boards, Testing Programs

Identifiers—*Fraud, Licensing Examinations

The purchase of fraudulent medical degrees and credentials and the provision of medical care by unqualified people posing as doctors are the subject of these hearings before the U.S. House of Representatives. Investigations revealed the following findings: U.S. citizens who graduated from foreign medical school have received medical licenses without displaying the same levels of medical knowledge and clinical competence as graduates of U.S. medical schools; most federal and state agencies have relatively lax systems for checking the credentials of foreign medical school graduates; cases of cheating in state licensing exams have been discovered in 11 states; more than 10,000 so-called doctors now in hospitals and private practice have obtained fraudulent foreign medical degrees. Although it is estimated that U.S. medical schools will produce over 16,000 too many doctors by 1990, the federal government is spending more than \$40 million in loans to students attending foreign medical schools. Testimony and reports of various organizations and federal agencies are included, along with information on the provisions of the Model Medical Practice Act, which is proposed to remedy the problem of fraudulent medical degrees. Samples of fraudulent degrees and credentials are included. (SW)

ED 260 618

Blume, Stuart And Others
Industry and University: New Forms of Co-operation and Communication.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—ISBN-92-64-12607-4

Pub Date—84

Note—74p.

Available from—OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, DC 20006.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cooperative Programs, Developed Nations, Developing Nations, Economic Development, Foreign Countries, *Higher Education, Incentives, Industrialization, *Industry, Innovation, *Networks, Research and Development, *School Business Relationship, Scientific and Technical Information, *Technological Advancement

Identifiers—Canada, Denmark, Finland, France, Germany, Ireland, Japan, Norway, Regional Development, Sweden, United States

Ways that university-industry networks begin and then operate are discussed, based on 14 country

HE 018 569

reports. The various types of collaborative networks are considered, with particular focus on networks and industrial development. New forms of university-industry relations are also categorized by the function that they are intended to fulfill: long-term linkages, promotion of special areas of science and technology, and the development of liaison systems. Specific examples from the 14 countries are cited. The link between networks and the level of industrial development is considered, with attention to moving from informal to formal networks, the contribution of university-industry relations to regional development, and relations between universities and industry in less industrialized countries. Since networks depend on the scale and branch of industry, consideration is given to: large firms in high technology or traditional sectors, and small and medium size firms in high technology or traditional sectors. The promotion of long-term linkages is considered, including incentives and deregulation, science parks, university-originated firms, and school-industry partnerships. Perspectives are included on the prerequisites for success, universities and innovation, and strengthening the sociotechnical community. (SW)

ED 260 619 HE 018 571

Neuman, G. E., Comp. *And Others*. Follow-Up Review of the 1982 Analysis of Operation, University of Mississippi School of Dentistry. Report to the Mississippi Legislature. Mississippi State Legislature, Jackson. Performance Evaluation and Expenditure Review Committee. Pub Date—31 Jul 84. Note—52p; For related document, see HE 018 572.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Change Strategies, *College Administration, *Dental Schools, Government School Relationship, Higher Education, *Institutional Evaluation, *Money Management, Operating Expenses, Quality Control, School Accounting, School Organization, State Government, *State Universities

Identifiers—*University of Mississippi School of Dentistry

Results of a followup legislative review of the operation of the University of Mississippi School of Dentistry are summarized. An initial 1982 evaluation of the dental school revealed numerous deficiencies in financial and operational management. Among other things, the 1982 report concluded the dental school, the third smallest in the United States, is a high-cost institution that expends 58 percent more than the national average to educate its students and receives more state appropriated funds per Doctor of Dental Science equivalent than any other U.S. dental school. Of 54 recommendations that were reevaluated by the legislative committee, 47 had been addressed and acted upon by the school. Ten recommendations were not addressed because the institutions of higher learning contended that academic and curricular matters were not subject to legislative review. A brief overview is provided on actions taken by the dental school to improve in the following areas: organizational structure, institutional and educational structure, accounting procedures and related controls, selected areas of operation, and cost reduction and revenue increase measures. For 26 of the findings contained in the 1982 review, a chart outlines the recommendations to the dental school, and the actions taken by the school. (SW)

ED 260 620 HE 018 572

Barber, James A. *And Others*. An Analysis of the Operation of the University of Mississippi School of Dentistry. Mississippi State Legislature, Jackson. Performance Evaluation and Expenditure Review Committee. Pub Date—9 Dec 82. Note—202p; For related document, see HE 018 571.

Pub Type—Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Change Strategies, *College Administration, *Dental Schools, Government School Relationship, Higher Education, *Institutional Evaluation, *Money Management, Operating Expenses, Quality Control, School Accounting, School Organization, State Government, *State Universities

Identifiers—*University of Mississippi School of Dentistry

The effectiveness of the financial management

practices and the efficiency of the operations of the University of Mississippi School of Dentistry were evaluated, and recommendations to improve operations were offered by the legislative review committee. While the primary emphasis was effective cost management, attention was also directed to: the school's history, enrollments, curriculum, educational philosophy, and school size. The present organizational structure was also assessed, including recruitment of dental school employees, compensation, and employee benefits. Additional areas of analysis were: expenditures per student, tuition, institutional costs, revenue sources, clinic facility utilization, learning resources facility utilization, dental school applicants, accounting procedures and related controls, budgeting, travel, free care, and an intramural private practice plan. Findings include: the dental school expends 58 percent more than the national average to educate its students; the school is ranked low nationwide in sponsored research revenue, tuition income, and clinic income; the school admits only in-state residents as dental students; and the value of the schools' supply inventory is materially understated due to inadequate inventory and accounting procedures. (SW)

ED 260 621 HE 018 574

Point Loma Nazarene College, San Diego, Self-Study Report. Point Loma Nazarene Coll., San Diego, CA. Pub Date—Nov 84. Note—304p.

Available from—Point Loma Nazarene College, 3900 Lomaland Drive, San Diego, CA 92106. Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Accreditation (Institutions), Accrediting Agencies, *Church Related Colleges, College Administration, College Faculty, College Libraries, *College Programs, College Role, Computer Oriented Programs, Educational Facilities, Educational Finance, Educational Objectives, Extracurricular Activities, *Governance, Higher Education, *Self Evaluation (Groups), *Standards, Student Personnel Services

Identifiers—*Point Loma Nazarene College CA

Point Loma Nazarene College's self-study report for reaffirmation of accreditation, which was submitted to the Western Association of Schools and Colleges, is presented. A description about the history and demographics of the college is provided, along with information on: institutional integrity; institutional purposes; governance and administration; educational programs; faculty and staff; library, computers, and other learning resources; student services and student activities; physical resources; and financial resources. The college's responses to recommendations from the 1975 campus evaluation are also described. Specific concerns include: ethical principles and practices, commitment to academic freedom, truth in institutional publications and representations, relationship of the college with the accrediting commission, objectives of the Christian-related college, general educational objectives, the governing board, administrative organization, roles of faculty and students, undergraduate programs, graduate and professional degrees, admissions and retention, research, noncredit courses, faculty selection, personnel policies, library acquisition procedures, computing services, and curricular activities. Data on finances, degrees, and administrative structure are included. (SW)

ED 260 622 HE 018 575

The SCUE White Paper on Undergraduate Education. Pennsylvania Univ., Philadelphia. Student Committee on Undergraduate Education. Pub Date—85. Note—49p.

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Advising, Change Strategies, *College Admission, *College Curriculum, *College Housing, College Instruction, College Students, Commuting Students, Core Curriculum, Educational Innovation, Engineering Education, Higher Education, *Instructional Innovation, Nursing Education, On Campus Students, Student Organizations, Teacher Student Relationship, *Undergraduate Study

Identifiers—Student Initiated Activities, *University of Pennsylvania

Critical areas of undergraduate education are discussed, and creative suggestions for maintaining excellence in Pennsylvania education are offered by

the Student Committee on Undergraduate Education (SCUE) at the University of Pennsylvania. Specific topics include: the curriculum, advising, teaching, residential life, and admissions. The suggestions concern: (1) program changes or additions, (2) areas that deserve extended study by the university, and (3) comprehensive proposals for development or transformation of large programs. To facilitate cultural understanding, a program consisting of four courses concentrating on a past era of society is proposed. Also considered are: the role of arts and sciences distributional guidelines, the College of Arts and Sciences curriculum, the School of Engineering and Applied Science curriculum, and the School of Nursing curriculum. Information is included on the needs, goals, emphases, and trends of the freshmen, sophomore, junior, and senior years. Proposals concern: a major university conference on the effective communication of knowledge, five student residential options, and a revision of the admissions process to seek diverse applicants and to give greater weight to possible nonacademic contributions to the university. (SW)

ED 260 623 HE 018 578

AAUP Policy Documents & Reports, 1984 Edition. American Association of Univ. Professors, Washington, D.C. Pub Date—84. Note—191p.

Available from—American Association of University Professors, 1012 Fourteenth Street, N.W., Suite 500, Washington, DC 20005 (\$12.00; \$6.00 each for 10 or more).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Academic Freedom, Accreditation (Institutions), Affirmative Action, Collective Bargaining, *College Administration, *College Faculty, Court Litigation, Due Process, Ethics, Higher Education, Leaves of Absence, Librarians, *Personnel Policy, Position Papers, Research Projects, Sex Discrimination, *Standards, Student Rights, *Teacher Associations, Teacher Retirement, Tenure

Identifiers—*American Association of University Professors

Policies and standards of the American Association of University Professors (AAUP) are presented, along with a number of reports on significant topics. The materials, many of which were published in the "AAUP Bulletin," or, since 1979, in "Academe: Bulletin of the AAUP," cover the following topics: academic freedom, tenure, and due process; discrimination; college and university government; collective bargaining; professional ethics; student rights and freedoms; college and university accreditation; research and teaching; and collateral benefits. Specific issues include: faculty dismissal, renewal/nonrenewal of faculty appointments, notice of nonreappointment, imposition of tenure quotas, full-time non tenure-track appointments, status of part-time faculty, sex discrimination, affirmative action plans, problems resulting from financial exigency, faculty status of college librarians, arbitration of faculty grievances, late resignation and professional ethics, faculty workload, teaching evaluation, government-sponsored research at universities, academic retirement and insurance plans, and leaves of absence. Information on selected judicial decisions referring to AAUP standards is included, along with AAUP's constitution, which provides an indication of the association's structure. (SW)

ED 260 624 HE 018 582

Spitzenberg, Irving J., Jr. [Open Letter to President Reagan on Federal Support of Campus Arts and Science Efforts]. Association of American Colleges, Washington, DC. Council for Liberal Learning. Pub Date—2 Jan 85. Note—10p.

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Instruction, Educational Quality, *Federal Aid, *Higher Education, *Liberal Arts, Majors (Students), *Public Policy, *Research Projects, Scholarship, Sciences, *Student Financial Aid, Taxes, Teaching (Occupation) Identifiers—Council for Liberal Learning, *Reagan (Ronald)

The health of arts and sciences programs on U.S. campuses is addressed in this open letter to President Reagan by the director of the Council for Liberal Learning of the Association of American

Colleges (AAC). Concern is expressed that the proposed federal budget cuts will exacerbate the erosion of resources available for teaching and research. At stake is the quality of instruction and scholarship in the arts and sciences and the morale of students and faculty. Crucially important is funding specifically directed at higher education, including student aid and research support; equally important are those areas that indirectly affect the health of liberal education, such as tax policies. Associated with the decline in federal support for the arts and sciences is an erosion in public confidence and commitment to liberal learning. A recent survey of the career decisions of Phi Beta Kappa members and Rhodes Scholars documented that throughout the 1970s and into the 1980s fewer outstanding students decided to pursue teaching and scholarship. Since 1970 the number of students majoring in English has declined by 57 percent, in philosophy by 41 percent, in history by 62 percent, and in modern languages by 50 percent. Attached to the letter is an AAC news release describing it and also describing the Council's purposes: to provide responsive leadership on critical issues of educational policy and to demonstrate the contributions of liberal education to society. (SW)

ED 260 625 HE 018 586
Private Higher Education: The Job Ahead. Talks from the Annual Meeting of the American Association of Presidents of Independent Colleges and Universities (Scottsdale, Arizona, 1984). Volume 13.

American Association of Presidents of Independent Colleges and Universities, Rexburg, ID.
Pub Date—85
Note—50p.

Available from—American Association of Presidents of Independent Colleges and Universities, P.O. Box 723, Rexburg, ID 83440 (\$4.00).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, Administrator Role, Church Related Colleges, Civil Rights, College Presidents, Compliance (Legal), Educational Objectives, Educational Opportunities, Educational Trends, Federal Legislation, Federal Regulation, Fund Raising, Government School Relationship, Higher Education, Leadership Responsibility, Moral Values, Private Colleges, Public Policy

Identifiers—Civil Rights Act 1964, Commission on Civil Rights

Six talks from a conference on private higher education are presented. In "Regulating the Private University in the Name of Civil Rights," Robert A. Destro considers the "prevailing philosophy" of civil rights enforcement and developments since 1964. "AAPICU and The Civil Rights Act of 1964," by Bruce C. Hafen, Luisa L. Lancetti, and Stephen Markman, is an abbreviation of a statement delivered before the U.S. Civil Rights Commission. Jeffrey R. Holland's article, "Values and Morality in Higher Education," sketches historical changes in educational objectives and their effect on morality in society, as well as current educational issues. David A. Hubbard suggests that it is helpful for college presidents to see schools as corporations, institutions, churches, movements, and tribes in "More Than a Manager: The Broad View of Presidential Leadership." Topics addressed by Warren Bryan Martin in "A Future of Choices, A Choice of Futures" include the modern college, the principle of dissent, the use of reason/logic, and education as a moral quest. Finally, college presidents' concerns regarding fund-raising and the development team are explored in "The Role of the President in Fund Raising at Church-Related Colleges," by Charles W. Schoenherr. (SW)

ED 260 626 HE 018 588
Report of the Progress Review Committee, Task Force on Mature Students, The University of Alberta.

Alberta Univ., Edmonton, The Senate.
Pub Date—Apr 85

Note—26p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Advising, Adult Students, Advisory Committees, Ancillary School Services, Basic Skills, Change Strategies, College Admission, Evening Programs, Financial Problems, Foreign Countries, Higher Education, Information Sources, Prior Learning, Remedial

Programs, Residence Requirements, School Orientation, School Registration, Student Needs, Student Personnel Services, Study Facilities

Identifiers—University of Alberta (Canada)
Responses by various University of Alberta offices to recommendations of the Senate Task Force on Mature Students are detailed. "Mature student" is used to refer to students 23 years old or older. Attention is directed to: support services (library, offices, bookstore); choice of courses in the evening; residency requirements; registration; credit by special assessment; study space; finances; skill improvement; upgrading and remediation; alternate routes of entry; clearance of matriculation deficiencies; admission to quota faculties; orientation and general information services; and counseling services for mature students. Significant strides were made in the area of orientation and general information services for mature students, and a half-time appointment of a mature student adviser was completed. Although library hours were slightly extended, financial constraints prevented Deans' offices being kept open during the noon hours and also made it impossible to provide additional study space in the evenings, and to offer more evening credit courses. A survey indicated that very few students were aware of the credit by special assessment. Also included in this report are a letter summarizing the work of the Progress Review Committee and a brief seminar paper on the mature student. (SW)

ED 260 627 HE 018 589
Task Force on Ethics, The University of Alberta.

Alberta Univ., Edmonton, The Senate.

Pub Date—Apr 85

Note—83p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Advisory Committees, Change Strategies, Codes of Ethics, College Faculty, College Governing Councils, College Instruction, College Role, College Students, Departments, Ethical Instruction, Foreign Countries, Higher Education, Institutional Research, Moral Values, Needs Assessment, Professional Associations, Professional Personnel, Questionnaires, Student Attitudes, Teacher Attitudes, Values Education

Identifiers—University of Alberta (Canada)

The opinions of students, faculty, and professional associations concerning the role of the University of Alberta in the development of ethical standards were examined by a Senate Task Force on Ethics. One objective was to raise awareness about ethical issues related to teaching, research, community service, and other activities. Reasons for a renewed interest in moral education include: national and international issues such as poverty and the arms race that raise value questions, the recognition that scientific progress has outpaced ethical and social considerations, and the failure of schools to adequately deal with either religion or values education. In addition to reviewing ethical guidelines and the teaching of ethics at the University of Alberta, 106 faculty from 52 departments were surveyed about how ethics and values issues were addressed in their departments and what approaches were needed. The survey of 17 associations covered trends in complaints to the agencies about ethical matters, professional standards of conduct and courses on these standards offered by the association, and whether colleges should teach ethics. Finally, views of 1,025 students were obtained about academic honesty and ethics in the university and the professions. Included are eight recommendations and the student questionnaire. (SW)

ED 260 628 HE 018 617
Kendall, Jane C.

A Guide to Environmental Internships: How Environmental Organizations Can Utilize Internships Effectively.

National Society for Internships and Experiential Education, Raleigh, NC.

Spons Agency—Babcock (Mary Reynolds) Foundation, Inc., Winston-Salem, NC.

Pub Date—84

Note—52p; For related documents, see HE 018 618-635.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Students, Conservation (Environment), Environmental Education, Experiential Learning, Guidelines, Higher Educa-

tion, Improvement Programs, Internship Programs, Nonprofit Organizations, Organizations (Groups), Professional Associations, Program Development, School Community Relationship, Student Experience

Guidelines for environmental organizations who wish to establish student internships or use interns more effectively are presented, based on 1983-1984 interviews and surveys of environmental group representatives. While the focus is on internships for undergraduate and graduate students, environmental interns may be recent college graduates, high school students, or career changers. The internship is short-term (1 month to 1 year), part- or full-time, and is often part of a student's educational program. Interns can help environmental groups with: research, fund raising, newsletters, lobbying, public awareness and educational programs, membership development, and coordination of volunteers. Information is provided on: why students want internships with environmental groups, reasons schools support internships, identifying good intern projects, defining tasks before recruiting interns, locating and selecting qualified students, making arrangements such as learning agreements, considerations regarding compensation for interns, federal college work-study programs, award of academic credit, orientation, supervision, evaluation, establishing ongoing relationships with the schools and key individuals to contact, and assistance provided by the National Society for Internships and Experiential Education. (SW)

ED 260 629 HE 018 618
Sexton, Robert F., Ed.

Dimensions of Experiential Education.

National Society for Internships and Experiential Education, Raleigh, NC.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—76

Note—52p; Institution formerly named National Center for Public Service Internship Programs.

For related documents, see HE 018 617-635. Document contains small print.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Students, Community Colleges, Educationally Disadvantaged, Education Work Relationship, Employment Patterns, Employment Programs, Experiential Learning, Field Experience Programs, Internship Programs, Low Income Groups, Nontraditional Students, Political Issues, Position Papers, Postsecondary Education, Public Policy, Two Year College Students, Vocational Education, Work Attitudes

Identifiers—Public Service

Issues concerning experiential and postsecondary education are considered in six articles. In "Experiential Education for the Community College Student," Sheila Gordon considers the links between experiential and vocational education and suggests that experiential education is especially relevant to the learning styles and objectives of the economically and academically disadvantaged. John R. Valley's article, "Experiential Education and the Nontraditional Student," focuses on older and reentry students and the logistic and measurement problems of experiential education components of special degree programs for adults. Traditional approaches to political internships are emphasized by former Senator Hubert H. Humphrey in "The Case for Public Service Internships: Good Education and Good Government." The need to address changes in work and work attitudes is discussed by Dennis Gallagher in "Work, Experience, and Education," while the potential of experiential education to teach liberal arts and to promote students' personal development is covered in "The Promise of Experiential Education for the Liberal Arts" by Robert F. Sexton. Finally, The Eleanor Roosevelt Institute's article, "Policy Statement on National Youth Service," proposes the development of a federal national youth service. (SW)

ED 260 630 HE 018 619
Rosenbaum, Allan

Public Service Internships and Education in Public Affairs: Administrative Issues and Problems.

National Society for Internships and Experiential Education, Raleigh, NC.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—Apr 76

Note—52p; Institution formerly named National

Center for Public Service Internship Programs. For related documents, see HE 018 617-635. Document contains small print.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, College Credits, *College Programs, College Students, Departments, Eligibility, *Experiential Learning, Financial Needs, Higher Education, *Internship Programs, Models, *Political Science, *Program Administration, *Public Affairs Education, Public Agencies, Student Evaluation

Identifiers—City University of New York, *Public Service, University of Connecticut Storrs, University of Massachusetts Amherst, University of Massachusetts Boston, University of Wisconsin LaCrosse, University of Wisconsin Madison

College internship programs in a political science curriculum are discussed. After considering the perspectives of the university, students, faculty, and the government agency that serves as the learning site, a description is given of college internship programs that illustrate a variety of approaches at the following institutions: University of Massachusetts, Amherst; University of Massachusetts, Boston; University of Connecticut, Storrs; City University of New York; University of Wisconsin, LaCrosse; and University of Wisconsin, Madison. Problems and issues in internship program management are also considered, with attention given to the nature of the internship experience, eligibility for intern participation, time length and amount of academic credit, when to be an intern and the type of placement, compensation and student financial needs; supervision of the internship experience, classroom activity and academic evaluation, and faculty time involvement and departmental recognition for internship activity. Included are recommendations concerning the role of internships in the political science curriculum and the structure of a model internship program. (SW)

ED 260 631 HE 018 620

Little, Thomas C.

History and Rationale for Experiential Learning.

PANEL Resource Paper #1.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

Pub Date—81

Note—16p.; For related documents, see HE 018 617-635.

Pub Type—Historical Materials (060) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, College Students, *Educational History, Educational Trends, *Experiential Learning, Field Experience Programs, Higher Education, Internship Programs, Student Experience

The history of experiential learning in American higher education is outlined, and the rationale and learning objectives of this type of experience are addressed. Experiential education has resulted from an emphasis on practical knowledge. Although the colonial colleges focused on the classical curriculum, the scientific method of the natural sciences brought concern for practical education and experiential learning, and the Morrill Act in 1862 provided public support of a practical orientation of higher education. Other developments with implications for experiential learning include progressivism, the rise of professions, and the tendency toward multi-disciplinary and cross-disciplinary curricula. Curricula in the academic disciplines, especially in the liberal arts, are increasingly including experiential learning. Quality education requires the kinds of learning involved in both experiential education and information assimilation. The strengths and weaknesses of experiential learning and information assimilation are addressed. Nine objectives of experiential learning are identified, including: applying or evaluating the body of knowledge and method of inquiry of a discipline through first-hand participation; acquiring skills and values specific to a profession; and learning in a self-directed manner. (SW)

ED 260 632 HE 018 621

Goldstein, Michael B.

Legal Issues in Experiential Education. PANEL

Resource Paper #3.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

Pub Date—[81]

Note—14p.; For related documents, see HE 018 617-635.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Administrator Responsibility, College Students, Court Litigation, *Educational Malpractice, *Experiential Learning, Field Experience Programs, Higher Education, *Injuries, Insurance, Internship Programs, *Legal Responsibility, Performance Contracts, School Business Relationship, School Community Relationship

Legal issues relevant to experiential learning are identified to help program administrators know when to seek expert assistance and advice. Much of the law of experiential learning is based on specific statutory provisions and decisions. The student involved in experiential learning may assume certain learning outcomes very different from those of the institution, and the understood requirements for the award of credit or credentials for the learning may also differ. These variances may result in a lawsuit, with the student alleging a breach of an implied or expressed contract of instruction. A written learning contract should state the mutual rights and responsibilities of the learner and the institution. Other issues are whether the college or agency should be held liable for acts of the student when agency clients are injured. Insurance against liability caused by the acts of its students is a wise investment. Having students sign a waiver of liability is not necessarily adequate protection against risk of injury to the student. Attention is also directed to agreements between the college and the agency, responsibilities of the student and the college, and implications of using federal funds. (SW)

ED 260 633 HE 018 622

Permaul, Jane Sruu

Monitoring and Supporting Experiential Learning.

PANEL Resource Paper #5.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

Pub Date—[82]

Note—20p.; For related documents, see HE 018 617-635.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, College Students, *Experiential Learning, Feedback, *Field Experience Programs, Higher Education, Internship Programs, *Practicum Supervision, *Record-keeping, *Student Evaluation, Student Experience, Supervisory Methods

The role of instructional personnel in supporting students on field experience assignments is discussed. After identifying current monitoring practices, attention is directed to: making effective use of experience for learning, making progress toward learning objectives, providing students feedback, providing additional resources, and continuously documenting learning. The process of documenting the field work in journals, logs, or field notes allows students to commit their experience to words, and periodic reflection on the writings may help students to generalize and to formulate new concepts. One form of journal recording uses critical incidents as foci for reflection, while another approach asks students to record by describing learning experiences encountered. Seminars and individual conferences are best used for interaction, sharing of experiences, and feedback. Two instruments allow the students to self-monitor while providing the instructor and field supervisor similar information: a matrix form to record student achievement along developmental indicators in relationship to learning objectives, and activity sheets to document achievement of learning contract objectives. Effective monitoring/support of learning requires clear learning objectives and activities. (SW)

ED 260 634 HE 018 623

Rubin, Sharon

Performance Appraisal: A Guide to Better Supervisor Evaluation Processes. PANEL Resource Paper #7.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

Pub Date—82

Note—22p.; For related documents, see HE 018 617-635.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, College Students, *Experiential Learning, Feedback, Field Experience Programs, Higher Education, *Internship Programs, *Practicum Supervision, *Rating Scales, *Student Evaluation

The importance of evaluating student interns as part of a regular performance appraisal system for all employees is discussed, along with the role of the internship coordinator or faculty sponsor. The first step is deciding what should be measured: interns' personal characteristics, job performance, and results. The most useful form of performance appraisal for student interns is based on behaviors the student displays when accomplishing a particular task. By establishing a rating format for each task, evaluation can be clear and specific to enable students and supervisors to discuss performance and problem areas. Types of rater errors that may occur include leniency error, central tendency, halo effect, horn effect, latest behavior, and spillover effect. The main uses of evaluation for students are feedback and providing faculty members information on which to assign a grade. It is important that the student see the evaluation and discuss it with the supervisor. The faculty coordinator/sponsor should work with employers to familiarize them with evaluation needs and the format. A draft of an evaluation form that incorporates these evaluation principles is provided, along with four evaluation forms used by three universities and a learning center. (SW)

ED 260 635 HE 018 624

Whitham, Michele Erdynst, Albert

Applications of Developmental Theory to the Design and Conduct of Quality Field Experience Programs: Exercises for Educators. PANEL Resource Paper #8.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—82

Note—38p.; Revision of a paper presented at the Annual Conference of the National Society for Internships and Experiential Education (10th, October 1981). For related documents, see HE 018 617-635.

Pub Type—Guides - Non-Classroom (055) — Opinion Papers (120) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavioral Objectives, College Students, *Developmental Stages, *Experiential Learning, *Field Experience Programs, Higher Education, Interpersonal Relationship, Inter-professional Relationship, *Program Design, Student Development, *Theories

The application of structural-developmental theory to experiential education practice is discussed. The theory is based on the concept of stages, which are structurally whole, internally consistent systems of thought that organize the individual's understanding of, feelings toward, and actions on the world. Stage theory presents the image of an expanding self that is forced to reach for a new formulation of reality more adequate to the situation at hand. The structural-developmental theory presents a working model of "the whole person" as the totality of all his/her capacities (cognitive, moral, social, ego). It is possible for experiential education to promote development by deliberately supplying the prerequisite conditions for movement from stage to stage. Structural-developmental theory has implications for: (1) how experiences for individual students are structured; (2) how educators interact with students; and (3) how educators interact with the community placement staff. Using these three aspects of experiential education, elements of good practice are covered, based on the theory. Three group exercises and checklists are included to stimulate thinking differently about experiential activities, how field experiences are planned and structured, and objectives of the experience. (SW)

ED 260 636 HE 018 625

Anderson, Jennifer, Comp. Smith, Leslie, Comp.

Bibliography of Research in Experiential Learning, Internships and Field Studies. PANEL Resource Paper #10.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

Pub Date—83

Note—28p.; Revision of a bibliography compiled by

the Research Committee for the University of California Systemwide Experiential Learning Project. For related documents, see HE 018 617-635.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, College Students, Cooperative Education, *Educational Research, *Experiential Learning, *Field Experience Programs, *Internship Programs, Learning Experience, Models, Postsecondary Education, Program Design, Program Evaluation, *Research Projects, Student Development

An annotated bibliography on the state of research in experiential learning covers sponsored field study, internships, or cooperative type placements at the postsecondary level. In addition to 4 studies in progress, 23 empirical research projects are described that concern program evaluation, developmental changes in students, program design, and the learning environment. Another section covers 26 models that can be used as a basis for the design and conduct of further research on experiential learning. Finally, related research that has implications for experiential education is described. These 12 studies focus primarily on the questions of who the learner is and how learning occurs. Each study/model of the bibliography is categorized according to a conceptual framework that includes four sets of variables: (1) participant characteristics (demographic, attitudinal, cognitive, affective); (2) delivery (program designs, learning methods, evaluation, learning environment, course designs); (3) outcomes (learner, employer, faculty, community); and (4) institutional implications (retention, enrollment, recruitment, impact on educational philosophy). (SW)

ED 260 637

HE 018 626

Rajagopal, R.

Environmental Internships: Where Are They and Who Is Wanted? PANEL Resource Paper #11. National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

Spons Agency—Northwest Area Foundation, St. Paul, Minn.

Pub Date—83

Note—18p; For related documents, see HE 018 617-635.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Conservation (Environment), Educational Background, Eligibility, *Environmental Education, *Experiential Learning, *Geographic Distribution, Higher Education, *Internship Programs, *Majors (Students), Organizations (Groups), Surveys

Identifiers—*Center for Environmental Intern Programs MA

Information on college internships with environmental organizations and educational requirements of applicants is presented, based on 1972-1982 data collected on 1,485 projects by the Center for Environmental Intern Programs (CEIP). CEIP is a clearinghouse for several hundred U.S. internships. Data such as year, location, sponsoring sector, number of interns, qualifications, salary, duration of internship, and disciplinary background were extracted, computer coded, and analyzed. Findings include: internship positions through the CEIP program were mainly offered during the summer; many CEIP internship positions required a junior or senior level student; most positions were offered by the government sector (mostly local, regional, and state level agencies), followed by nonprofit organizations and the corporate sector; most internships lasted 12 weeks, with a range of 4 to 52 weeks; most CEIP interns were provided a stipend; many employers defined internships in terms of clearly defined tasks to be accomplished; and only occasionally were positions described with a general environmental studies major in mind. Individual disciplines and application areas for the internships are identified, along with frequency distributions. (SW)

ED 260 638

HE 018 627

Kendall, Jane C., Ed.

Experiential Learning and Cultural Models.

PANEL Resource Paper #12.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

Pub Date—83

Note—31p; For related documents, see HE 018 617-635.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Anthropology, College Students, Course Content, Cultural Context, *Ethnic Studies, *Experiential Learning, Field Experience Programs, Higher Education, Hispanic American Culture, *Internship Programs, *Mexican Americans, Student Adjustment, Subcultures

Identifiers—*Cultural Anthropology, *University of California Los Angeles

The subcultures of school and experiential learning sites and perspectives from cultural anthropology are discussed, along with a program in applied humanities and Chicano studies. In "The Internship Process: A Cultural Model," Sharon Rubin considers the process of moving from the college student subculture to that of the internship experience. It is suggested that problem-solving and decision-making exercises and simulations can be used in seminars for field work students to help them become more independent in situations of stress and uncertainty. E. L. Cerroni-Long discusses the role that cultural anthropology can play in analyzing nontechnical experiential learning experiences in "Experiential Learning and Cultural Anthropology: General Considerations and Case Study." In addition, an experiential learning program that complements a course in anthropology is described: the UCLA Program in Applied Humanities and Chicano Studies. This program, which was designed to explore the historical role and status of Mexican Americans in Southern California, has an anthropological framework. Also included are course outlines, information on course requirements, and lists of required texts and reading materials. (SW)

ED 260 639

HE 018 628

Griffin, Virginia R.

Self-Directed Adult Learners and Learning.

PANEL Resource Paper #13.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

Pub Date—83

Note—24p; Based on an address presented at the Wisconsin Adult Educator Lyceum (Pewaukee, WI, July 15-16, 1977). For related documents, see HE 018 617-635.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, College Students, *Experiential Learning, Higher Education, *Independent Study, *Individualized Instruction, *Learning Experience, Nontraditional Education

Directions in self-directed learning for adults and perspectives for the future are discussed. The following five movements in self-directed learning are considered: the Knowles Group Learning Stream, the Tough Adult Learning Projects Stream, individualized programmed instruction, nontraditional institutional arrangements, and heuristic life experience learning. In addition, 10 visions for the future of self-directed learning are addressed: (1) plentiful options for self-aware learner choices; (2) opportunities to learn how to learn; (3) seeing and studying learning as a fluid process; (4) focusing on learning rather than teaching; (5) goal setting as a flow; (6) valuing of learners by educators; (7) congruence between values and techniques; (8) clarity and consistency of control; (9) interdependence, rather than independence, as a goal; and (10) developing in adult educators sensitivity and a sense of self-worth. One challenge for administrators and educational programmers is to provide a choice of self-directed learning opportunities for adults, and to encourage learners to evaluate their preference among different learning forms. Self-directed learners should trust their intuitions and own up to their strengths, desires, skills, and needs. (SW)

ED 260 640

HE 018 629

Anderson, Jennifer And Others

Research Agenda for Experiential Education in the 80's. PANEL Resource Paper #14.

National Society for Internships and Experiential Education, Raleigh, NC. Peer Assistance Network in Experiential Learning.

Pub Date—84

Note—33p; For related documents, see HE 018 617-635.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Development, College Stu-

dents, Educational Policy, *Educational Research, *Experiential Learning, Postsecondary Education, Program Evaluation, Research Methodology, *Research Needs, Student Characteristics, Student Development

The current status of research on experiential learning (primarily at the postsecondary level) is discussed, based in part on responses from a seven-member panel. Methodological considerations and proposed research agendas are also covered. Current research on experiential learning, which focuses on program design and impacts on the learner, falls into three main categories: program evaluation, career development, and personal-life skills development. While program-centered evaluation studies have provided a foundation of practical and theoretical information, the repertoire of research methodologies needs to be expanded. The most prevalent approach to research in experiential programs has been self-report surveys. Efforts need to be made toward using standardized tests/measures and enlarging sample sizes. The consulting panel recommended other approaches, including use of experimental and control groups, comparative studies of experiential learning, case studies, and longitudinal studies. Attention is also directed to four agendas that concern research on: experiential education practices and program structures, curricular concerns, ethnographic and demographic characteristics, and educational and public policies. Specific inventories and questionnaires are also described. (SW)

ED 260 641

HE 018 630

Munce, John W.

Toward a Comprehensive Model of Clustering

Skills. NSIEE Occasional Paper #1.

National Society for Internships and Experiential Education, Raleigh, NC.

Pub Date—82

Note—42p; For related documents, see HE 018 617-635.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Check Lists, *Cluster Grouping, College Students, *Competence, Evaluation Methods, *Experiential Learning, Higher Education, Internship Programs, *Models, Performance, *Skill Analysis, Skill Development

A skills model and clustering system are presented, based on the assumptions that the tasks of all work, including scholarship, require many similar skills that can be identified and clustered. Six levels of competency are addressed: possession, combination, application, quantity, quality, and mastery. These skills can be clustered into adaptive skills, functional skills, and task-specific skills. A common vocabulary of skills and competence can be useful to experiential educators in fitting students to opportunities, in conscious skill development, and in working with faculty. At the College of Charleston, students seeking an internship must write a brief statement to describe their experiences and goals. Internship descriptions are grouped by the same clustering scheme and emphasis is given to the dominant skills required. All potential interns can undertake a 2-hour skill identification workshop to analyze their past experience for dominant skills. In addition to selecting skills they wish to develop, they choose skill words to use in interviews and writing. Appendices include: a self-rating form for specific adaptive and functional skills, a worksheet for skill identification, and a checklist to aid listening for adaptive skills. (SW)

ED 260 642

HE 018 631

Krupp, Judy-Arin

Life Developmental Tasks and Related Learning Needs and Outcomes. NSIEE Occasional Papers.

National Society for Internships and Experiential Education, Raleigh, NC.

Pub Date—Jul 83

Note—42p; For related documents, see HE 018 617-635.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Development, Adult Learning, *Age Groups, *Developmental Stages, *Experiential Learning, Higher Education, *Individual Development, *Student Development

Major life developmental tasks are identified, along with the learning outcomes necessary to fulfill those tasks for adults from age 17 to retirement.

Attention is directed to the important connection between life cycle change and adult learning as well as seven assumptions underlying life cycle theory. Developmental tasks and learning needs are identified for the following age levels: 17-22, 22-28, 28-33, 33-40, 40-47, 47-60, and 60 and over to retirement. For example, tasks for ages 17-22 are: establishing some independence, establishing an initial identity, and testing intimate relationships. Learning needs are: discovering areas where one is comfortable being independent/dependent, being able to ask for help, discovering what is liked/disliked, increasing realism, achieving self-understanding and self-awareness, and realizing improved interpersonal relationships and a greater network of trusted persons. Educators need to respond to the uniqueness and tasks of each learner at each life stage and to integrate personal growth and change as a part of the educational experience. Experiential learning incorporates a growth perspective responsive to the needs of each person. A chart summarizing the developmental tasks and learning needs is appended. (SW)

ED 260 643 HE 018 632

Moore, David Thornton

Students at Work: Identifying Learning in Internship Settings. NSIEE Occasional Paper #5. National Society for Internships and Experiential Education, Raleigh, NC.

Pub Date—82

Note—20p; For related documents, see HE 018 617-625.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Experiential Learning, Feedback, Information Needs, *Internship Programs, *Interpersonal Relationship, *Job Analysis, Job Performance, *Learning Experience, Nontraditional Education, Secondary Education, Student Responsibility, *Task Analysis

The nature of education as a social process in workplace settings outside of schools was explored over 3 years at 35 intern settings for an alternative high school program in a large city. The experiences of students at the 35 sites were compared to identify essential features of work tasks and the social means to accomplish these tasks. Two categories of task features were examined: logical-technical and pragmatic. Tasks not only accomplish part of the organization's mission but also serve social functions. Pragmatic features include: someone else's work may be affected by completion of a work task, and certain qualifications/attitudes are needed to perform job duties. The social means used to do work may be described by the following three segments or phases: establishing, accomplishing, and processing. It was found that workers in various situations used very different means for doing tasks in these phases, and that the means chosen were linked to the forms of knowledge the intern encountered. In addition to examining the historical dimensions of the student's experience in the placement site, attention was directed to understanding how the experience was integrated at progressively higher levels. (SW)

ED 260 644 HE 018 633

Erdynast, Albert

Field Experience Education and Stage Theories of Development. NSIEE Occasional Papers. National Society for Internships and Experiential Education, Raleigh, NC.

Pub Date—Jan 81

Note—49p; For related documents, see HE 018 617-635.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adult Development, Aesthetic Values, *College Students, *Developmental Psychology, *Developmental Stages, Educational Objectives, *Experiential Learning, Field Experience Programs, Higher Education, *Individual Development, Intellectual Development, Moral Development, Social Development, Student Development

Connections between structural-developmental psychology and field experience education are addressed. In addition to summarizing principles of structural-developmental psychology and relevant research findings, a comprehensive view of individual development is related to the philosophical aims of higher education, and developmental and dualistic models of education are contrasted. To consider the implications of stage theories for practices in experiential education, attention is directed to: involvement in constructivist thinking and action, optimal matching, opportunities for role-taking, reconstruction of experience and reflective thinking, and constructive evaluation and feedback. The structural-developmental framework views the student as progressing through sequential stages in the distinct but related domains of intellectual, moral, social, and aesthetic development. Field experience participants learn how to appropriately match the various levels of intellectual functioning with real situations and problems. The developmental perspective is helpful in creating programs/situations that help students learn and grow. Appendices identify levels/stages of: intellectual development, moral thought, adult social development in the domains of education and work, and adult aesthetic development. (SW)

ED 260 645 HE 018 634

Bevan, John M.

The Immediate Usefulness of Liberal Arts: Variations on a Theme. NSIEE Occasional Paper No. 2.

National Society for Internships and Experiential Education, Raleigh, NC.

Pub Date—81

Note—24p; For related documents, see HE 018 617-635.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Instruction, College Students, *Educational Change, *Experiential Learning, Higher Education, *Individual Development, *Liberal Arts, Mentors, *Teacher Student Relationship

Encouraging signs in education and ingredients of a cohesive and coherent academic program are discussed. The signs include: (1) the changing nature of the life setting which gives focus to the developing person; (2) the idea of faculty as members of a resource pool rather than as specialists; (3) the growing needs for new structures; (4) the growing awareness that the duality between liberal learning and career does not hold; and (5) a new emphasis on teaching and the awareness by professors of the need to be considered as mentors and examples. Each of the signs has an experiential dimension for students and teachers. Six ingredients of cohesive and coherent programs are: an interdisciplinary value dialogue, experience necessary for refining humanistic skills, in-depth study in an academic field in the major, latitude in designing one's own personal search, the opportunity to become acquainted more intimately with the ways of thinking and living of strangers, and a broad exposure to the fine arts. The experiential dimension enriches the academic curriculum and the extended curriculum that encompasses these six ingredients. These are variations on the theme of liberal education that result in quality performance, the pursuance of studies that are critical to defining means and ends, and are immediately useful. (SW)

ED 260 646 HE 018 635

Goldstein, Michael B.

Policy Issues in Experiential Education. NSIEE Occasional Paper #3.

National Society for Internships and Experiential Education, Raleigh, NC.

Pub Date—82

Note—17p; For related documents, see HE 018 617-634.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accrediting Agencies, College Students, Cooperative Education, Eligibility, *Experiential Learning, *Federal Aid, Government School Relationship, Higher Education, Institutional Autonomy, Nontraditional Education, *Public Policy, *State Standards, *Student Financial Aid, Work Study Programs

Changes in public policies that have implications for experiential education are discussed. It is suggested that the federal government's reduction of federal student assistance does not represent a policy adverse to experiential education; yet, its effects are likely to have substantially negative outcomes for programs built on 15 years of consistent federal support. The relatively stable funding bases, notably College Work-Study and Cooperative Education, are likely to be substantially eroded, and support for innovation may be in serious jeopardy. Requirements of "satisfactory progress" and "enrollment status" of federal student aid programs are being reevaluated in ways that may adversely affect experiential education. The Veterans Administration is

one agency that views legitimate education as classroom instruction. At the state level, policy may limit the amount of equivalent credit that may be awarded for prior learning, limit the degrees to which such credit may be attached, or otherwise constrain the freedom of the institution to configure its academic program. Finally, the policies of accrediting agencies can have the effect of defining whether experiential programs may be included in the curriculum of a college, or whether the college can be accredited. (SW)

ED 260 647 HE 018 636

Berte, Neal And Others

Opportunity for Excellence: The Lessons Learned by Five Colleges.

Spons Agency—Ford Foundation, New York, N.Y. Pub Date—Mar 85

Note—21p; This report is the result of a Ford Foundation Conference on the Future of the Undergraduate College (Bradford, MA, 1985).

Pub Type—Reports - Descriptive (141) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Change Strategies, College Administration, College Presidents, College Role, Educational Change, *Educational Quality, Higher Education, Institutional Advancement, *Liberal Arts, *Private Colleges, *Small Colleges, Undergraduate Study

Identifiers—Alverno College WI, Bard College NY, Birmingham Southern College AL, Bradford College MA, *Excellence in Education, Institutional Mission, *Institutional Vitality, Scripps College CA

Lessons learned by five small, private colleges about meeting the challenges facing higher education are described. Each of the colleges developed a unique educational program emphasizing the liberal arts that responds to current challenges. Each school has experienced increased enrollments and retention, growth in endowments and plants, larger alumni giving and foundation support, and enhanced quality in academic programs. The presidents of the colleges were brought together to see if there were common threads in their institutional experiences and whether what they learned might be useful to other colleges. The following are the colleges and their presidents: Alverno College (Joel Read), Bard College (Leon Botstein), Birmingham-Southern College (Neal Berte), Bradford College (Arthur Levine), and Scripps College (John Chandler). After the presidents' meeting, their conclusions were shared in a symposium with 25 outstanding American educators, scholars, journalists, and business and association officials. The lessons can be summarized as follows: (1) the present is a time of opportunity for American colleges; (2) sound management is essential for colleges today, but it is not enough; (3) focusing on education is the best remedy for the challenges facing colleges and universities today; (4) colleges can prosper by embracing the liberal arts; and (5) colleges of all types have the ability to succeed today. The institutional mission of each college is reported in an appendix. (SW)

ED 260 648 HE 018 637

Jankowski, Theodora A.

Getting to Know Us: or, the Rewards and Problems of Outreach and Affiliation Programs.

Pub Date—83

Note—18p; Paper presented to a meeting of the National Association for Women Deans, Administrators, and Counselors (1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, *Armed Forces, College Programs, Continuing Education, Cooperative Programs, *Extension Education, Government School Relationship, Higher Education, Labor Force Development, Marketing, Military Air Facilities, *Outreach Programs, *School Business Relationship, *School Community Relationship

Identifiers—*Utica College NY

Outreach and affiliation efforts undertaken by Utica College, an independently administered branch of Syracuse University, are discussed. The following general guidelines are offered: (1) contract for a specific price for any given offering so that fixed and variable costs will be covered; (2) offer courses that lead to a specific goal such as a degree or certificate; (3) keep administrative costs as low as possible; and (4) be aware of time demands

resulting from "red tape," especially in dealing with federal and/or state agencies. An account is provided of Utica College's experience of offering courses at Griffis Air Force Base, including difficulties with military officials, bad publicity, and excessive administrative costs. Also described is the decision to offer a program in Norwich, NY, a community with no nearby college that wished Utica College to offer a four-year degree program in business administration. Additional outreach efforts involved "canned" seminars and courses offered on the job site during working hours. Different kinds of affiliations engaged in by Utica College are also described. In one type of affiliation, the college used the names of two organizations and obtained their mailing lists to market courses. In another type, association employees took courses at the college and had their tuition covered by the association. (SW)

ED 260 649 HE 018 638

Follow-Up Survey of the 1983 Bachelor's Degree Recipients from Maryland Public Institutions. Postsecondary Education Research Reports.

Maryland State Board for Higher Education, Annapolis.

Pub Date—Jul 85

Note—71p.

Available from—State Board for Higher Education, 16 Francis Street, Annapolis MD 21401.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Aspiration, *Bachelors Degrees, *College Graduates, *Education Work Relationship, *Employment Experience, Graduate Study, Graduate Surveys, Higher Education, Job Search Methods, *Majors (Students), Salaries, State Colleges, Underemployment, Unemployment

Identifiers—*Maryland, *Public Colleges

Results of a survey of 1983 bachelor's degree recipients at Maryland's public four-year institutions are presented. Statistical findings and a brief narrative summary cover graduates' postgraduation educational activities, employment and occupational status, and achievement of important goals. The largest percentage of graduates majored in business (20.1 percent), interdisciplinary studies (15.7 percent), social sciences (11.3 percent), education (8.2 percent), and engineering (6.8 percent). Additional findings show that: 24 percent of the graduates had transferred from a two-year college, and 23 percent had transferred from another four-year institution; 54 percent of the graduates had received scholarships, grants, and/or Veterans Administration benefits, while 41 percent also owed on loans; 79 percent planned to complete a higher degree, while 31 percent had already enrolled for some form of college credit and 19 percent were enrolled in programs leading to graduate or professional degrees; and 78 percent were employed full-time and 12 percent part-time. Information is also provided on the location of respondents' employment, length of job search and source of job, the relationship between major and occupation, and job preparation and evaluation. (SW)

ED 260 650 HE 018 639

Davila, Evelyn M.

Today's Urban University Students: Part I. Profile of a New Generation. Final Report on the Urban University Study.

College Entrance Examination Board, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y. Pub Date—85

Note—52p; For part 2 of this report, see HE 018 640.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$6.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Choice, *College Students, Commuter Colleges, Enrollment Influences, Higher Education, Information Needs, Institutional Characteristics, Needs Assessment, *Private Colleges, Questionnaires, School Surveys, *State Colleges, *Student Characteristics, Student College Relationship, *Student Needs, Two Year Colleges, *Urban Universities

Identifiers—City College of Chicago IL Loop College, Community College of Allegheny County PA, Loyola University of Chicago IL, Rutgers the

State University Newark NJ, Suffolk University MA, University of Massachusetts, University of Missouri Saint Louis, University of New Orleans LA, Washburn University of Topeka KS

The needs and characteristics of urban students at 10 urban U.S. colleges and universities were surveyed in 1983. Attention was directed to students' personal characteristics and educational and financial background, why students select and attend the institutions, and how students view programs and services. The campuses were primarily nonresidential schools representing the public and private sectors, as well as two- and four-year institutions. The institutions mainly serve local residents, especially part-time, adult, and working students. Nearly two-thirds of the students did not enroll directly after high school; almost 30 percent were transfer students. The availability of a specific course of study was a major factor in college selection. Half of the students who worked more than 21 hours per week were also enrolled full-time. Students were generally dissatisfied with how the institution communicated information about programs and services, and the schools lacked precise information on their students for planning programs and services. Appendices include: brief profiles of the 10 institutions, the survey form, and a guide for planning and administering the questionnaire, including information on the research design, a sample letter, and procedures for administering questionnaires to classes and for coding and analyzing the data. (SW)

ED 260 651 HE 018 640

Davila, Evelyn M.

Today's Urban University Students: Part 2. A Case Study of Hunter College. Final Report on the Urban University Study.

College Entrance Examination Board, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y. Pub Date—85

Note—18p; For part 1 of this report, see HE 018 639.

Available from—College Board Publications, Box 886, New York, NY 10101 (\$6.00).

Pub Type—Guides - Non-Classroom (055) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Advising, Ancillary School Services, Career Counseling, *College Students, Evening Programs, Higher Education, Information Needs, Institutional Characteristics, Institutional Research, *Needs Assessment, School Registration, School Schedules, School Security, *Self Evaluation (Groups), *Student Characteristics, Student Employment, *Student Needs, *Urban Universities

Identifiers—*City University of New York Hunter College

Characteristics and needs of Hunter College students were studied during 1981-1983. The college's use of institutional research to accommodate an increasingly nontraditional student body was also assessed. Attention was directed to: the student population's ethnicity, income, and employment; students' academic experiences; times of day most students attended classes; evening class enrollments; patterns of class attendance for students with different majors; patterns of class attendance for students employed part-time; and the motivational basis for current class scheduling by students. Based on the finding that students were generally uninformed about the availability of support services, steps were taken to remedy the situation, including the establishment of information centers. Institutional service areas identified as critical concerns were counseling, registration, and security. In attempting to understand the college's social environment, consideration was given to needs of different types of students (part- and full-time, returning women students, commuters). Based on study findings, a series of reforms was initiated, such as keeping the administrative offices open longer and evening food services. Guidelines for other urban universities on conducting self-studies are included. (SW)

ED 260 652 HE 018 641

GAPSFAS Applicant Profiles: 1981-1984.

Educational Testing Service, Princeton, NJ. Graduate and Professional School Financial Aid Service.

Pub Date—Feb 85

Note—42p.

Available from—Educational Testing Service,

Graduate and Professional School Financial Aid Service, Princeton, NJ 08541.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Business Administration Education, College Applicants, Dental Students, *Financial Aid Applicants, *Graduate Study, Higher Education, Income, Law Students, Medical Students, *Need Analysis (Student Financial Aid), Parent Financial Contribution, Private Colleges, *Professional Education, State Colleges, Student Characteristics, *Student Financial Aid, *Student Loan Programs

Identifiers—*Debt (Financial)

Demographic and economic information were collected about students who applied for financial aid to attend graduate or professional school for academic years 1981-1984 through the Graduate and Professional School Financial Aid Service (GAPSFAS). GAPSFAS is a centralized financial need analysis service used by more than 700 graduate and professional schools. Attention is directed to: student characteristics, student debt profiles, student resource profiles, profiles of parents' income and assets, and total family contribution trends. Student characteristics include marital status, year in school, field, dependency status, age, housing preferences, and family size. It was found that the "typical" GAPSFAS student was an unmarried, independent student, age 21-30 who was about to enter the first year of graduate or professional study. In 1983-1984, about 28 percent of the students were pursuing master's or doctoral degrees in arts and sciences, 33 percent were pursuing law degrees, 20 percent were medical or dental students, and about 10 percent sought the Master of Business Administration degree. A consistent trend of increased borrowing from 1981-1982 to 1983-1984 was revealed. Additional findings are presented in narrative and statistical formats. (SW)

ED 260 653 HE 018 643

Trends in Tuition and Other Basic Student Charges, 1963-64 Through 1984-85 with Typical Student Costs, 1980-81 Through 1984-85. Report Number 19-85.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Pub Date—Jun 85

Note—129p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*College Housing, Commuting Students, *Fees, Graduate Students, Higher Education, In State Students, On Campus Students, Out of State Students, State Surveys, *State Universities, *Student Costs, Trend Analysis, *Tuition, Undergraduate Students

Identifiers—*State University of New York

Data on tuition and other student costs for the State University of New York (SUNY) are presented, along with a brief narrative summary. Other student charges include books and supplies, transportation, and personal items. Information is provided on in-state and out-of-state tuition charges for graduate and undergraduate students, 1980-1985; trends in student tuition by program level and other charges 1963-1985; student activity fees by type of facility (university centers, university colleges, health sciences centers, specialized colleges, agricultural technical colleges, state-operated institutions, community colleges, and all SUNY institutions); other required fees (health insurance, placement fee, and accident/health insurance); room and board charges/allowances; charges to residence hall students by type of institution; and other student costs by New York region and specific location for commuter students, students living in campus residence halls, and students living in noninstitutional housing. The data show that the average tuition increase over the past 15 years is about 17 percent per year for undergraduate in-state students, compared to 31 percent per year for out-of-state students. (SW)

ED 260 654 HE 018 645

Statistical Summary of Missouri Public Higher Education.

Missouri State Coordinating Board for Higher Education, Jefferson City.

Pub Date—Jun 85

Note—146p; Portions printed on colored paper. Institutional profile contains small print.

Available from—Coordinating Board for Higher

Education, 101 Adams Street, Jefferson City, MO 65101.

Pub Type— Numerical/Quantitative Data (110) — Reports — Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrators, *College Faculty, *College Programs, College Students, *Educational Finance, *Enrollment Trends, Expenditures, Fees, Financial Support, Higher Education, In State Students, Institutional Characteristics, Out of State Students, State Aid, State Colleges, *Student Characteristics, Teacher Salaries, Tuition, Two Year Colleges

Identifiers—Missouri, *Public Colleges

Information is presented on Missouri public higher education, including enrollment trends, educational finance, funding formulas, student characteristics, academic programs, and faculty and staff. In addition to summary institutional profiles, charts and graphs are provided on: enrollment for all public institutions, undergraduates, graduates, first professionals, and minorities, 1980-1985; age distribution of enrollment at all public institutions, fall 1984; geographic origin of undergraduates, fall 1984; and total degrees conferred by selected disciplines at four-year institutions, 1980-1984. Data are also provided on: in-state and out-of-state fees for institutions, 1981-1985; general revenue expenditures for four-year colleges; state aid payments to two-year colleges; sources of unrestricted revenue; gift and endowment revenue for two- and four-year institutions; library, education, and general expenditures; salary increases; fuel and utilities expenditures; funding for capital improvements; and faculty characteristics, tenure status, and salaries. A narrative section on funding formulas covers two- and four-year institutions for fiscal years 1985 and 1986, as well as objectives used to determine general revenue funding. (SW)

ED 260 655 HE 018 648

Age Group and Sex of Students, Fall 1984, State

University of New York, Report No. 8-85.

State Univ. of New York, Albany, Office of Institutional Research and Analytical Studies.

Pub Date—Jul 85

Note—713p.

Available from—State University of New York, Office of Institutional Research, Albany, NY.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors—*Age Groups, Annual Reports, *College Students, Community Colleges, *Enrollment Trends, Females, Full Time Students, Graduate Students, Higher Education, Males, Part Time Students, *Sex, State Colleges, *State Universities, Student Characteristics, Technical Institutes, Trend Analysis, Two Year Colleges, Undergraduate Students, Upper Division Colleges

Identifiers—*State University of New York

The 1984 SUNY annual report presents major statistical tables that array four student characteristics: age group, sex, level (undergraduate/graduate), and load (full- and part-time). Part 1 contains summary data for the entire system and each institution within the system. For each of the headcount tables, there is a corresponding table providing percent distribution arrays of the headcount data. Part 2 contains headcount and percentage arrays of students by age group for each institution and institution type. Tables are provided for undergraduates, graduates, and first-time students by load. Part 3 contains summarized historical trend data for all students from fall 1978 through fall 1984. In addition, trend data are grouped into section by level (undergraduate/graduate/first-time), and each level has both headcount and percentage distributions for total, full-time, and part-time students. Additionally, age and sex trend data are displayed by level and load indexed to fall 1978. Two age groups are used to profile this trend data: those under 24 and those age 25 and over. Finally, tables show change and percent of change in the age and sex trends by level and load from fall 1979. (SW)

ED 260 656 HE 018 649

Enrollment by Place of Residence in Maryland Institutions of Higher Education, Fall 1984.

Postsecondary Education Data Reports. Maryland State Board for Higher Education, Annapolis.

Pub Date—Jul 85

Note—72p.

Available from—State Board For Higher Education, 16 Francis Street, Annapolis MD 21401.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—College Freshmen, *College Students, *Enrollment Trends, Foreign Students, *Geographic Location, Graduate Students, *Higher Education, In State Students, Out of State Students, *Place of Residence, Private Colleges, Professional Education, State Colleges, State Surveys, State Universities, Two Year Colleges, Undergraduate Students

Identifiers—*Maryland, Public Colleges

Data concerning the place of residence of students attending Maryland colleges during fall 1984 are presented. The statistical tables indicate campus enrollment patterns of residents of Maryland counties and Baltimore City, out-of-state students, and foreign students. For each county, data are provided on the number of students attending each Maryland campus, including a breakdown for new full-time freshmen, undergraduate students, graduate students, and professional students. The number of students from each county attending public two- and four-year colleges and private two- and four-year colleges are given, as are public total attendance and private total attendance. Enrollment percentages are also provided in separate tables for Maryland residents, residents of other states, and foreign students, with breakdowns by level of study. (SW)

ED 260 657

HE 018 650

Rice, R. Eugene

Strategies for Relating Career Preparation and Liberal Learning. An Assessment of the Eleven Projects in the Foundation's Grant Series in Higher Education. A Northwest Area Foundation Higher Education Report.

Northwest Area Foundation, St. Paul, Minn.

Pub Date—83

Note—58p.

Available from—Northwest Area Foundation, West 975 First National Bank Building, Saint Paul, MN 55101-1373.

Pub Type— Reports — Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Students, *Career Planning, College Faculty, College Students, *Curriculum Development, *Education Work Relationship, *Experiential Learning, *Faculty Advisers, Financial Support, Higher Education, Internship Programs, *Liberal Arts, Nontraditional Education, Occupational Aspiration, Philanthropic Foundations, Program Evaluation, School Business Relationship, Skill Development

Identifiers—Carleton College MN, Clarke College IA, Gonzaga University WA, Gustavus Adolphus College MN, Jamestown College ND, Minneapolis Community College MN, Montana State University, *Northwest Area Foundation MN, Northwestern College IA, Saint Olaf College MN College projects designed to relate career preparation and liberal learning that were funded by the Northwest Area Foundation's "Balancing Career Preparation and Liberal Learning" grant series are described. The types of projects and the 11 participating colleges are as follows: career clusters for liberal arts students (University of Iowa); the faculty advising role (Carleton College, Clarke College, Northwestern College); student internships (Montana State, Clarke); faculty nonacademic internships (St. Olaf College); interdisciplinary senior seminars on social issues (Gonzaga University); career concentrations (Northwestern College); a career and life planning course (Gustavus Adolphus College); identifying career-related liberal arts skills (Clarke, Gustavus Adolphus); strengthening career development resources (Jamestown College); a college for working adults (Minneapolis Community College); and college-business cooperation in work-site education (General College, University of Minnesota). Conclusions about the relationship of liberal learning and meaningful work are included, along with: brief comments of project directors; names of project contacts and external evaluators; and an annotated resource list which includes publications from the "Liberal Learning and Careers" project of the Association of American Colleges. (SW)

ED 260 658

HE 018 652

Parker, Franklin

Higher Education in the People's Republic of China: Annotated Bibliography.

Pub Date—[85]

Note—58p.

Pub Type— Reference Materials — Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Access to Education, *Admission Criteria, Annotated Bibliographies, College Admission, College Entrance Examinations, College Students, *Communism, Educational Policy, *Foreign Countries, *Higher Education, Liberal Arts, *Public Policy, Research, Sciences, Technology

Identifiers—*China, *Cultural Revolution (China)

An annotated bibliography of publications on every aspect of higher education in China, before and since the creation of the People's Republic of China, is presented. The 125 publications include journal articles, articles from major newspapers, and books produced in China, Japan, the United States, and Europe, including the U.S.S.R. Most of the materials were published since the 1950s, but some since 1900 are included. Comprehensive world coverage of sources was attempted, although the bibliographic information and annotations are in English. Topics include: higher education policy and the effect of the cultural revolution, China's 1959 and 1978 college entrance examinations, American institutions of higher education in China, science and technology, university admissions policies, collective learning in Communist China's universities, educational theory, liberal arts, labor universities, U.S.-China relations, the influence of the cultural revolution on the teaching of English, higher education and research, mass and elite education in China, and higher education in Mainland China. (SW)

ED 260 659

HE 018 653

Kaston, Carren O. Heffernan, James M.

Preparing Humanists for Work: A National Study of Undergraduate Internships in the Humanities.

Washington Center, Washington, DC.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, DC. Office of Planning and Policy Assessment; Rockefeller Foundation, New York, N.Y.

Pub Date—84

Note—110p.; Additional funding was also provided by W. W. Norton and Company, Inc.

Available from—National Society for Internships and Experiential Education, 124 St. Mary's Street, Raleigh, NC 27605 (\$8.00 plus \$2.00 postage and handling.)

Pub Type— Reports — Descriptive (141) — Reports Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—American Studies, Art History, Case Studies, *College Programs, Departments, English, Higher Education, History, *Humanities, *Internship Programs, Modern Languages, National Surveys, Philosophy, Private Colleges, Professional Associations, *Program Administration, Questionnaires, State Universities, Student Evaluation, *Undergraduate Students

Identifiers—Boston University MA, Bowling Green State University OH, Brown University RI, Great Lakes College Association, Macalester College MN, Purdue University Calumet IN, Scripps College CA, Sweet Briar College VA, Washington Center DC, Wayne State University MI

Results of a national study of college student internships in the humanities are provided. The focus was attitudes and practices of 1,621 departments and central offices on U.S. campuses concerning internships in the following majors: English, American studies, history, art history, philosophy, classics, and modern foreign languages. Information about non-sponsors and sponsors of humanities internships was obtained, using two questionnaires, which are appended. The investigation also covered: prerequisites for students, internship placement, extra fees, paid internships, learning plans or contracts, hours students work, student evaluation and the fulfilling of academic requirements, evaluating student internship performance, grades, credit awarded, locating "high-quality" internships, and reasons for success in internship programs. Case studies cover ad hoc and department coordinated internships including art history (Sweet Briar), modern foreign languages (Purdue), English (Wayne State), history (Boston University), philosophy (Bowling Green State); joint arrangements by department and office including Office of the Dean (Brown), Career Development Center/Internship Program (Macalester); institutionalized programs, e.g., humanities internship program (Scripps); and internship programs based outside the school, e.g., The Washington Center and the Philadelphia Urban Semester (Great Lakes College Association). (SW)

ED 260 660 HE 018 655

Declining Dental School Enrollments: Influencing an Orderly Retrenchment.
Southern Regional Education Board, Atlanta, Ga.
Pub Date—Jun 85
Note—13p.

Available from—Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Applicants, *Declining Enrollment, *Dental Schools, Dental Students, *Dentists, *Economic Factors, Enrollment Trends, *Geographic Regions, Higher Education, *Labor Supply, Population Trends, Public Policy, Retrenchment, Student Costs

Identifiers—*United States (South)

Dental school enrollments and the supply and demand of dentists in the United States and the south are examined. The growth in the supply of dentists in the South is related to an improved economy in this region and a rapid population increase. In addition to producing a large number of dental school graduates, the South is attracting graduates of schools outside the South. A reduced demand for dental services is linked to improved oral hygiene, the wide use of fluorides, and the fact that dental care is often deferred because dental expenses usually are paid by the consumer. Between 1980 and 1984, first-year dental school enrollments declined 16.3 percent in the United States and 20.3 percent in the South. The number of applicants has decreased from 14,807 in 1975-1976 to 6,200 for 1985-1986. In 1976, dental schools accepted only 40 percent of applicants, while 77 percent were accepted in 1984. Reasons for declining application rates include: rapid increases in dental school costs; high debt among dental school graduates; and reduced earning potential in dentistry. Since dental school enrollments are likely to continue to decline, options that might be helpful to states with public dental schools are identified. Data on 1980-1984 first-year and total dental school enrollments in 14 southern states and the United States are included, along with data on cost-per-student. (SW)

ED 260 661 HE 018 656

Strickland, Ora L., Ed. Damrosch, Shirley P., Ed. Research in Nursing Practice, Education, and Administration: Collaborative, Methodological, and Ethical Implications. Proceedings of the Research Conference of the Southern Council on Collegiate Education for Nursing (3rd, Baltimore, Maryland, December 2-3, 1983).

Maryland Univ., Baltimore. School of Nursing; Southern Council on Collegiate Education for Nursing, Atlanta, GA.

Pub Date—Dec 83

Note—161p.

Available from—Southern Regional Education Board, 1340 Spring Street, N.S., Atlanta, GA 30309 (\$6.00).

Pub Type—Collected Works - Proceedings (021) — Reports - Research (143) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Administrators, College Faculty, *College Programs, Continuing Education, *Cooperative Programs, Diseases, *Ethics, Grade Inflation, Health Services, Higher Education, Interdisciplinary Approach, Models, Nursing, *Nursing Education, Plagiarism, Program Administration, *Research Methodology, *Research Projects

Identifiers—Nursing Research

Collaborative research in nursing is discussed in five papers from the 1983 conference of the Southern Council on Collegiate Education for Nursing. Also included are 32 abstracts of nursing research, focusing on clinical practice, as well as nursing education and research models. Paper titles and authors are as follows: "Building a Climate for Collaborative Research" (Joanne Horsley); "Establishing and Implementing Collaborative Investigations" (Carolyn A. Williams); "Ethical Aspects of Collaborating with Clients" (Shirley P. Damrosch); "The Ethics of Inter-Discipline Collaboration" (Oscar C. Stine); and "Ownership of Data and Plagiarism in Research" (Carolyn F. Waltz). Abstracts of clinical research cover topics such as head injuries and risk of coronary heart disease. Abstracts on nursing education cover: grade inflation in an associate degree nursing program, power sharing in university nursing programs, perceptions of top academic nurse

administrators' on their job requirements, collaboration in continuing education for nursing, and nursing faculty perceptions of an integrated curriculum. Additional abstracts cover topics such as: models for multivariate effect size estimation in clinical nursing research, Q methodology in nursing research, and a collaborative model for developing nursing theory. (SW)

ED 260 662 HE 018 657

Access to Quality Undergraduate Education. A Report to the Southern Regional Education Board by Its Commission for Educational Quality.

Southern Regional Education Board, Atlanta, Ga.
Pub Date—85

Note—19p.

Available from—Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 (\$3.50).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Standards, *Access to Education, College Bound Students, College Faculty, College Preparation, College School Cooperation, Credit Courses, *Curriculum Development, Degree Requirements, *Educational Quality, Higher Education, Personnel Policy, Remedial Programs, *State Standards, Student Evaluation, Student Placement, Teacher Effectiveness, *Undergraduate Study

Recommendations to improve quality in undergraduate study while maintaining access are offered that would involve statewide entry and exit standards and better preparation of students to meet the standards. Evidence suggests that an estimated 40 to 50 percent of entering freshmen will be referred to remedial education, and colleges may be granting degrees to students who lack basic academic skills. The recommendations to improve undergraduate education are directed to three areas: beginning college-level work; student achievement and outcomes; and faculty and curriculum. States are advised to improve the readiness of students to begin college work by such measures as: requiring that higher education establish statewide standards for placement in credit courses; requiring that threshold placement standards and assessment procedures be consistent statewide; and ensuring that students not qualified to begin degree-credit study have geographical access to programs that will prepare them to qualify. It is also recommended that standards of academic progress be adopted and that colleges should specify skills/knowledge students need for the bachelor's degree. Proposed ways to strengthen the curriculum and the faculty reward system, which would involve faculty and presidential leadership, are also offered. (SW)

ED 260 663 HE 018 658

Clark, Neil Smith, David. North Dakota Statewide Nursing Study, Phase I. Manpower Demands and Resources.

North Dakota State Board of Nursing, Bismarck.
Pub Date—21 Mar 84

Note—115p; For other documents in this study, see HE 018 659-660.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, *Degrees (Academic), Doctoral Degrees, Educational Certificates, *Employment Opportunities, Health Services, Higher Education, Home Programs, Hospitals, Labor Needs, *Labor Supply, Masters Degrees, *Nurses, *Nursing Education, Nursing Homes, Practical Nursing, Questionnaires, *Statewide Planning, Surveys

Identifiers—*North Dakota

Nursing personnel demands and resources in North Dakota were assessed as part of a statewide nursing study. The objective was to determine the number and types of nurses needed in 1984 and 1986, and to compare anticipated nursing personnel supply and demand. The projections for the state as a whole and for regions within the state were designed to promote statewide nursing resource planning. An Organizational Development Model focused on nursing needs from three sources: nurse employers, nurse educators, and subgroups of nurses. Attention was directed to selected nursing education levels, nursing roles, and practice settings. The education levels included licensed practical nurse and diploma nurse, and the following

college degree levels: associate's, bachelor's, master's, and doctoral. The roles were: general staff, clinical specialist, instructor, consultant, anesthetist, supervisor, administrator, nurse practitioner, and research consultant. Practice settings included hospitals (three sizes), nursing homes (two sizes), community health agencies, home health care agencies, educational programs, and location by county. In 1983, the Nursing Manpower Survey, which is appended, was sent to 210 nursing supervisors/managers, 76 percent of whom returned the completed survey. (SW)

ED 260 664 HE 018 659

Clark, Neil Smith, David. North Dakota Statewide Nursing Study, Phase II. Delineation of Nursing Practice.

North Dakota State Board of Nursing, Bismarck.
Pub Date—12 Jun 84

Note—253p; For other documents in this study, see HE 018 658-660.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Associate Degrees, Bachelors Degrees, Clinics, Community Health Services, *Competence, Degrees (Academic), Doctoral Degrees, Educational Certificates, *Education Work Relationship, Higher Education, Home Programs, Hospitals, *Job Skills, Masters Degrees, Nurses, *Nursing Education, Nursing Homes, Practical Nursing, Questionnaires, *Skill Analysis, *Statewide Planning

Identifiers—*North Dakota

Nursing practice in North Dakota was studied as part of the development of a statewide nursing resource planning system. In addition to the current scope of nursing practice, the study investigated: (1) specific competencies currently targeted by nursing education; (2) differences in specific competencies endorsed by nurses with various education preparations as observed by nurses within the state, and (3) employer's observations of minimum educational preparation required for safe performance of the competencies. Four educational levels of nurses were sampled: licensed practical nursing, diploma in nursing, associate degree in nursing, and baccalaureate in nursing. The master's in nursing and doctorate in nursing groups were censused. Employers of nurses were also censused: hospitals, nursing homes, community health agencies, home health agencies, and clinics. The Kentucky Nursing Delineation Study (1982) list of nursing tasks was used for the item pool of nursing skills. In addition to biographical information, content analysis was undertaken of clinical, research, education, and administrative domains, along with process areas (e.g., planning, and evaluation). A total of 422 nurses, 14 nurse educators, and 145 nurse employers responded to the surveys, which are appended, along with detailed statistical findings. (SW)

ED 260 665 HE 018 660

Clark, Neil Smith, David. North Dakota Statewide Nursing Study, Phase III. Final Report and Recommendations.

North Dakota State Board of Nursing, Bismarck.
Pub Date—12 Jun 84

Note—50p; For other documents in this study, see HE 018 658-659.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, *College Planning, Competence, Decision Making, *Education Work Relationship, *Employment Projections, Higher Education, Job Skills, Labor Market, Labor Supply, Networks, Nurses, *Nursing Education, Predictive Measurement, *Skill Analysis, *Statewide Planning

Identifiers—*North Dakota

The process, outcomes, and recommendations resulting from a project to develop a statewide nursing resource planning system are examined. Phase 1 of the project investigated nursing manpower demands for 1984 and 1986, while phase 2 studied the current scope of nursing practice. In addition to summarizing the findings of these investigations, methods of utilizing the resulting database are identified. The recommendations cover: future educational planning for nurses, professional practices of nurses, statewide organizational development of nursing resources, and future research. Outcomes included: (1) a planning/coordination network among the health care system, professional associations, regulatory agencies, and higher education agencies; (2)

a nursing manpower demand and projections instrument specific to North Dakota and a computer program for analyzing nursing manpower requirements; (3) a nursing manpower supply model for the state based on nurse licensure data; (4) estimates of nursing manpower requirements for 1986; (5) a delineation of nursing practice that provides a base for curriculum development/revision and nursing staffing decisions; and (5) a rational planning approach for decision making regarding addition of new nurse education programs. (SW)

ED 260 666 HE 018 661

Snyder, Cheryl A. Terzin, Margaret A.
Survey of Part-Time Faculty at Ferris State College.

Pub Date—85

Note—46p.; Study undertaken through the sponsorship of Ferris Professional Women.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, Institutional Research, *Males, *Part Time Faculty, Questionnaires, *State Colleges, *Teacher Attitudes, *Teacher Characteristics, *Women Faculty
Identifiers—*Ferris State College MI

The status of part-time faculty at Ferris State College during the 1984 fall quarter was investigated. A total of 53 part-timers completed the survey, which was based on the concerns of members of the Ferris Professional Women's organization. It was found that part-time faculty members were likely to be female, 36-50 years old, married, with a master's degree, and a total family income of \$20,000 to \$35,000. Additional findings include: 38.78 percent had one other part-time job, 89 percent had never been a full-time faculty member; about 59 percent wanted to be full-time; 28.85 percent had more than 10 years of related work experience before coming to Ferris State to teach; 51.72 percent of female part-timers had taught at the college 1 to 5 years, while 45.83 percent of male part-timers had taught at the college less than 1 year. Information was also obtained on faculty workload and facilities available to part-timers, along with items of professional concern, such as support for attending conferences and workshops. Improvements desired by part-timers included pay for office hours and preparation time, and health/life insurance benefits. Included are respondents' answers to open-ended questions and the questionnaire. (SW)

ED 260 667 HE 018 662

Pittman-Munke, Peggy

Part Time Alternative Program, Graduate Social Work Education in Texas: Nibblers at the Feast of Learning.

Pub Date—[85]

Note—26p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Advising, Academic Rank (Professional), College Admission, College Faculty, Comparative Analysis, Experiential Learning, *Extension Education, Grading, *Graduate Study, Higher Education, *Masters Degrees, Off Campus Facilities, *Part Time Students, Residence Requirements, School Schedules, *Social Work

Identifiers—*Texas

A study was made of the way part-time students are served by the four graduate schools of social work in Texas: University of Texas in Austin (UT), University of Texas at Arlington (UTA), University of Houston, and the Worden School of Social Service of Our Lady of the Lake University (OLLU). Each school offers at least one type of part-time program, but while the University of Houston has only the part-time, on-campus model, each of the other three schools has satellite model programs also. Both UT and UTA utilize other colleges as their off-campus instructional sites, and OLLU utilizes training facilities. The number of students admitted each year ranges from a low of about 15 students (OLLU) to a high of about 30 students at UT's off-site program. All three schools have the same admissions criteria for both programs. However, both OLLU and UTA require a period of residence on the main campus that ranges from 15 weeks at OLLU to 32 weeks for UTA students. The UT program is completely off-site, with no Austin residence requirements. Information was also obtained on: the academic rank of faculty involved in off-site, part-time master's of social work programs; academic advising for students; course sequencing

by semester; field placements; and grading systems. (SW)

ED 260 668 HE 018 663

Mishler, Carol Moss, Frederick

Saturday Class Program at UWC-Waukesha County.

Wisconsin Univ., Green Bay, Assessment Center.
Pub Date—May 85

Note—42p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Students, College Students, Continuing Education, Extension Education, Females, Higher Education, Institutional Research, *Nontraditional Students, Questionnaires, Reentry Students, School Schedules, State Universities, Student Attitudes, *Student Characteristics, *Weekend Programs
Identifiers—*University of Wisconsin Center Waukesha County

Preferences of students who take a Saturday class at the University of Wisconsin Center-Waukesha County were determined through a spring 1985 survey. Of the 185 Saturday students, 158 completed the survey. Findings include: the majority of the Saturday students are nontraditional-aged students, employed full time, and about two-thirds are women; Saturday students are a combination of continuing students, new students, and students who have stopped out for at least a semester; continuing students are carrying more credits with the expanded Saturday program, compared to their fall 1984 semester load; most Saturday students have plans for at least a bachelor's degree; these students are returning to campus during the week to take other courses in the daytime or evening, but few have enrolled in two Saturday classes; Saturday students preferred Saturday morning class times over other possibilities; most respondents intend to take another Saturday class; most want a greater variety of courses offered on Saturday; and the timetable mailer is the most effective method of informing students about the Saturday program. Based on the survey responses, 11 recommendations about the Saturday program are offered. The questionnaire is appended, along with student suggestions. (SW)

ED 260 669 HE 018 665

Williams, Terry E.

Student-Institution Fit.

Pub Date—12 Jul 85

Note—21p.; Paper presented at the Leadership for Enrollment Management Conference sponsored by the College Board and Loyola University of Chicago (Chicago, IL, July 12, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, *College Environment, *College Students, Higher Education, *Institutional Characteristics, Intervention, Needs Assessment, *Self Evaluation (Groups), Student Adjustment, *Student Characteristics, *Student College Relationship

Identifiers—Person Fit Measures, *Student Institution Fit

The concept of student-institution fit in higher education is clarified, and an approach that can be applied to different types of campuses is described. Also considered is the theoretical framework, including the concept of "person-environment interaction." Three sets of factors are important: student characteristics, institutional characteristics, and the effects of the interaction between the student and the institution. Student characteristics include personal attributes, needs, abilities, interests, and values, while institutional characteristics include physical, academic, social, and psychological attributes that affect the campus environment. To increase levels of fit between campus and student, enrollment managers need to define the campus environment and gather data as the basis for making changes when student-institution mismatches occur. An intervention model is described that allows the college to set goals based on intended outcomes for students, design programs and activities to help fulfill the goals, and measure how well the goals are being met. The model involves seven steps: valuing, goal setting, programming, fitting, mapping, observing, and recycling. Appended is a list of environmental assessment approaches, including the names of developers of the approaches. (SW)

ED 260 670 HE 018 666

Miller, Scott E. Hexter, Holly

How Middle-Income Families Pay for College.

American Council on Education, Washington, D.C.

Div. of Policy Analysis and Research.

Spons Agency—Teagle Foundation, New York, NY.

Pub Date—Jul 85

Note—52p.; For related documents, see HE 018 667-669.

Available from—American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193 (\$8.00 nonmembers; \$5.00 members).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Students, Dependents, *Family Income, Federal Aid, Grants, Higher Education, *Middle Class Students, National Surveys, *Parent Financial Contribution, Private Colleges, State Aid, State Colleges, *Student Costs, *Student Financial Aid, Student Loan Programs, Work Study Programs
Identifiers—*College Costs

The ways middle-income families pay for college are examined, based on a national survey of college aid recipients, especially traditional undergraduate dependent students. Information is provided on the mix between loans, grants, work, and family contribution, as well as the relationship between federal, state, and college-sponsored aid. Examples of typical financial aid packages for students attending high, low, and moderately priced institutions are included. Findings show that: as income rises, middle-income students are less likely to receive most forms of aid; more than half of all middle-income aid recipients secure Guaranteed Student Loans; the aid packages received by middle-income students do not meet all of the costs of college; and middle-income families must use all available options to help meet college costs. It is concluded that middle-income families rely on their own resources to pay for college, whether through savings, work, or later repayment of loans. Appendices provide data on: the number and proportion of aid recipients receiving financial aid by income level (\$15-\$25K and \$25-\$35K), type of aid, and type of institution (public/private); financial aid packages for middle-income students by family income and type of institution; and the number and proportion of aid recipients receiving different combinations of aid. (SW)

ED 260 671 HE 018 667

Lee, John B.

The Distribution of Student Financial Aid: Trends among the Postsecondary Sectors.

American Council on Education, Washington, D.C.
Div. of Policy Analysis and Research.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date—Jun 85

Note—28p.; For related documents, see HE 018 666-669.

Available from—American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Suite 800, Washington, DC 20036-1193 (\$8.00 nonmembers; \$5.00 members).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Students, Dependents, Economic Factors, *Federal Aid, Financial Policy, Grants, Inflation (Economics), *Postsecondary Education, Private Colleges, Proprietary Schools, *Public Policy, *Resource Allocation, State Aid, State Colleges, State Universities, *Student Financial Aid, Student Loan Programs, Two Year Colleges, Veterans, Work Study Programs

Identifiers—*College Costs, College Work Study Program, Guaranteed Student Loan Program, National Direct Student Loan Program, Pell Grant Program, Public Colleges, Social Security Student Benefits Program, Supplemental Educational Opportunity Grants, Veterans Educational Assistance Program

The distribution of student aid among the five sectors of postsecondary education is examined: proprietary schools, two-year public colleges, four-year public colleges and universities, two-year nonprofit private colleges, and four-year nonprofit private colleges and universities. Attention is also directed to the ways this aid distribution has changed from 1975 to 1984, and the links between policy changes and shifts in distribution. In addition to state grant aid and institutional aid, eight federal

student aid programs are considered: the Pell Grant program, the Supplemental Educational Opportunity grant program, the National Direct Student Loan program, the Guaranteed Student Loan program, the College Work-Study program, Social Security Administration dependents benefits; and Veterans Administration educational benefits. Major findings show that: the distribution of student assistance has undergone considerable shifts in the past 10 years, due in large part to the rapid growth of the proprietary sector; the elimination of Social Security and Veterans Administration support for students has had a substantial impact on the mix between loans and grants; and the maximum and average financial aid awards in the various programs have not kept pace with inflation. (SW)

ED 260 672

HE 018 668

Hauptman, Arthur

Federal Costs for Student Loans: Is There a Role for Institution-Based Lending?

American Council on Education, Washington, D.C.
Div. of Policy Analysis and Research.

Spons Agency—EXXON Education Foundation,
New York, N.Y.

Pub Date—Jun 85

Note—22p; For related documents, see HE 018
666-669.

Available from—American Council on Education,
Division of Policy Analysis and Research, One
Dupont Circle, N.W., Suite 800, Washington, DC
20036-1193 (\$8.00 nonmembers; \$5.00 mem-
bers).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Capital, Change Strategies, College
Role, *College Students, Comparative Analysis,
Credit (Finance), *Federal Aid, Federal Govern-
ment, *Financial Policy, Higher Education, Inter-
est (Finance), *Program Costs, Public Policy,
*Student Loan Programs

Identifiers—College Costs, *Guaranteed Student
Loan Program, *National Direct Student Loan
Program

Federal costs of the National Direct Student Loan (NDSL) program and the Guaranteed Student Loan (GSL) program are compared, and alternatives to the current system of student financial assistance are discussed. It is estimated that over the life of the loan, the long-term federal costs of GSL and NDSL per dollar loaned are approximately the same under current policies. Both NDSL and GSL cost the federal government slightly less than 50 cents for every dollar loaned over the life of the loan assuming moderate future market interest rates. Four possible modifications to NDSL are addressed: raising the interest rate for borrowers; reducing the federal share of capital, requiring the use of private sector loan servicing agencies to reduce the incidence of default, and eliminating the existing loan cancellation provisions for certain kinds of teaching and military service. It is projected that these modifications would reduce federal costs for NDSL over the life of the loan by 17 cents per dollar loaned, or roughly 35 percent of the long-term federal costs at moderate levels of market interest rates. It is advocated that the sources of capital for students loans should be diversified to reduce the possible consequences of large-scale withdrawal from the GSL program. (SW)

ED 260 673

HE 018 669

Miller, Scott E. Hexter, Holly

How Low-Income Families Pay for College.

American Council on Education, Washington, D.C.
Div. of Policy Analysis and Research.

Spons Agency—Teagle Foundation, New York,
N.Y.

Pub Date—Jul 85

Note—47p; For related documents, see HE 018
666-668.

Available from—American Council on Education,
Division of Policy Analysis and Research, One
Dupont Circle, N.W., Washington, DC
20036-1193 (\$8.00 each, (\$8.00 nonmembers;
\$5.00 members).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Students, Dependents,
*Family Income, Federal Aid, Grants, Higher Edu-
cation, *Low Income Groups, National Surveys,
*Parent Financial Contribution, Private Colleges,
State Aid, State Colleges, *Student Costs, *Student
Financial Aid, Student Loan Programs, Under-
graduate Students, Work Study Programs
Identifiers—*College Costs

The ways low-income families pay for college are examined, based on a national survey of student aid recipients, especially traditional undergraduate dependent students. Information is provided on the mix between loans, grants, work, and family contribution, as well as the relationship between federal, state, and college-sponsored aid. Examples of typical financial aid packages for students attending high, low, and moderately priced institutions are included. Findings indicate that: federal student aid provides a foundation of support for low-income families; other federal aid programs fill in the gap for only half of low-income students attending private colleges; students need a mix of aid sources in order to meet college costs, yet still fall short of meeting all their costs. It is concluded that low-income families need additional help in paying for college. Appendices provide data on: the number and proportion of aid recipients receiving financial aid by income level (\$0-\$7,499 and \$7,500-\$15,000), type of aid, and type of institution (public/private); common aid packages of low-income students; and the number and proportion of aid recipients receiving different combinations of aid. (SW)

ED 260 674

HE 018 671

Broyles, Susan G.

Fall Enrollment in Colleges and Universities,

1983.

National Center for Education Statistics (ED),
Washington, DC.

Report No.—NCES-85-301

Pub Date—83

Note—140p; Some tables may not reproduce well
due to small print.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
DC 20402.

Pub Type—Numerical/Quantitative Data (110) —
Reports - Descriptive (141) — Tests/Question-
naires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*College Attendance, College Fresh-
men, *Enrollment Trends, Females, Full Time
Students, Graduate Students, *Higher Education,
Males, Part Time Students, Private Colleges, Pro-
fessional Education, Questionnaires, Sex, State
Colleges, Student Characteristics, Two Year Col-
leges, Undergraduate Students

Identifiers—Public Colleges, United States

Data on 1983 college and university enrollments and trends for the past few years are presented. Information is provided on higher education enrollments by control and level of institution, sex of students, and full- or part-time attendance status. Trends in enrollment during 1976-1983 for the 50 states and the District of Columbia are included. Data are included for first-time freshmen, undergraduate, graduate, first-time graduate, and first-professional students. The following types of post-secondary institutions are included: public, private, private nonprofit; and private proprietary institutions; as well as doctoral-level, comprehensive, general baccalaureate, specialized, two-year, and new institutions. In addition to full- and part-time enrollments, data are included on full-time equivalent of part-time enrollment. The following facts are highlighted: the number of two-year schools was up 3.4 percent, while the number of comprehensive and specialized institutions increased more than 2 percent each; two-year institutions accounted for most of the overall enrollment growth; between fall 1982 and 1983, virtually no change in part-time enrollment occurred; and the number of first-time freshmen declined. Appendices include information on the study methodology, definitions of the types of institutions, and the questionnaire. (SW)

ED 260 675

HE 018 754

Mortimer, Kenneth P. And Others

Flexibility in Academic Staffing: Effective Policies and Practices. ASHE-ERIC Higher Education Report No. 1, 1985.

Association for the Study of Higher Education;
ERIC Clearinghouse on Higher Education, Wash-
ington, D.C.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Report No.—ISBN-0-913317-20-9

Pub Date—85

Contract—400-82-0011

Note—121p.

Available from—Association for the Study of
Higher Education, One Dupont Circle, Suite
630, Washington, DC 20036 (\$7.50, nonmem-
bers; \$6.00, members).

Pub Type—Information Analyses - ERIC Informa-
tion Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—College Administration, *College
Faculty, Contracts, Early Retirement, *Employ-
ment Practices, Faculty Evaluation, Financial
Policy, Financial Problems, Higher Education,
Models, Nontenured Faculty, Part Time Faculty,
*Personnel Policy, Probationary Period, Quotas,
*Resource Allocation, Retraining, *Retrench-
ment, *Tenured Faculty

Identifiers—*Faculty Reassignment, Program Dis-
continuance

Academic staffing practices used at four-year col-
leges and universities are identified, and recommen-
dations are offered for achieving staffing flexibility
in the face of conditions such as scarce resources. In
addition to considering faculty flow models (e.g.,
Markov models and simulators) as a management/
planning tool to evaluate personnel and fiscal strate-
gies, four reallocation and reduction strategies are
examined: across-the-board attrition, across-the-
board decrements, selective attrition, and selective
decrements. General factors that limit an institu-
tion's flexibility in managing scarce resources and
adapting to environmental uncertainty include: ex-
cessive external budgetary controls, limited time to
respond to change, limited capacity to reallocate
resources, and internal opposition. The following 13
staffing practices are examined: flexibility in tenure
and staffing, control of academic positions by attri-
tion, contract systems, nontenure-track appoint-
ments, part-time appointments, tenure quotas,
extended probation and suspension of "up-or-out"
rules, stricter tenure standards, review of tenured
faculty, early retirement incentives, retrenchment,
closure of academic programs, and retraining and
reallocating faculty. (SW)

ED 260 676

HE 018 805

Hartle, Terry W.

The Growing Interest in Measuring the Educational Achievement of College Students.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—26 Sep 85

Note—31p; Paper presented at the National Con-
ference on Assessment in Higher Education,
sponsored by the American Association for
Higher Education, (Columbia, SC, October
13-15, 1985).

Pub Type—Opinion Papers (120) — Speeches/
Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Access to
Education, Achievement Tests, College Admis-
sion, *College Students, *Educational Assess-
ment, Educational Policy, Educational Quality,
*Educational Testing, Financial Policy, Gradua-
tion Requirements, *Outcomes of Education,
Postsecondary Education, Resource Allocation,
Standardized Tests, State Standards, *Student
Evaluation, Student Placement

Identifiers—Value Added

Uses of assessment in postsecondary education
and policy issues are considered. In higher educa-
tion, assessment is used to refer to at least six sepa-
rate but overlapping activities: (1) multiple
measures to track students' intellectual and personal
growth over an extended period of time; (2)
state-mandated requirements for evaluating stu-
dents and/or academic programs; (3) a focus on the
"value added," whereby students undergo pre- and
post-testing and the gains in general education and
skills are measured; (4) general standardized testing;
(5) making decisions about funding by rewarding
institutions for performance on established criteria;
and (6) measuring changes in student attitudes and
values. Attention is directed to three purposes of
student testing: admission/placement testing,
achievement testing, and testing for graduation.
Policy issues include: specifying educational qual-
ity, achievement and student access, the cost of
quality, legal issues surrounding the use of tests for
promotion/graduation decisions, and the use of per-
formance criteria in the budget process. It is pro-
posed that concern with the outcomes of college and
student achievement is likely to become an increas-
ingly prominent policy issue. (SW)

ED 260 677

HE 018 806

Harris, John

Assessing Outcomes in Higher Education: Practical Suggestions for Getting Started.

Spons Agency—National Inst. of Education (ED),
Washington, DC.

Pub Date—Oct 85

Note—59p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Achievement Tests, *Attitude Tests, *Attitude Measures, *Basic Skills, *Educational Objectives, *Educational Testing, *General Education, *Higher Education, *Knowledge Level, *Majors (Students), *Outcomes of Education, *Screening Tests, *Standardized Tests, *Student Evaluation, *Student Placement

Identifiers—*Alverno College WI

The use of national and campus tests/measures to assess student academic achievement is discussed, along with measurement of student attitudes and behavior, with attention to specific tests and testing programs. It is important for faculty to develop goals for student achievement and to determine whether a test fits a given college program or course. Standardized, objective tests have been used extensively for selection purposes, and external tests are useful for assessing basic skills and deficits for purposes of placement or remediation. A few external tests assess outcomes of general education. When using outcomes assessment to improve instruction, faculty should be involved directly in evaluating student performance. National tests are also used to assess knowledge and skill in major fields of study. Assessment procedures on campus include course examinations, tests to assess major field proficiency, using examiners other than the student's primary instructor, and senior comprehensives. For various fields of study, externally-validated instruments are identified for the assessment of student performance in associate and baccalaureate degree programs. New ideas in the field of assessment are listed, and the concept of the assessment center is mentioned. The innovative approach of Alverno College (Wisconsin) is described. Publications, testing programs, and sources of information are also identified. (SW)

ED 260 678 HE 018 807

Loacker, Georgine. And Others
Assessment in Higher Education: To Serve the Learner.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 85

Note—43p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Ability, *Academic Standards, *College Faculty, *College Students, *Evaluation Criteria, *Feedback, *Guidelines, *Higher Education, *Intellectual Development, *Outcomes of Education, *Self Evaluation (Individuals), *Student Evaluation

Identifiers—Alverno College WI

The idea of assessment as learning is discussed, along with the practical history of assessment, and how student assessments should be conducted. Background information covers the use of assessment in business and government, as well as in education and psychology. It is proposed that assessment include: multidimensional sampling of students' abilities in action; observation and judgment of those samples on the basis of explicit criteria; and structured feedback, administered sequentially in relation to a learner's development. Each of these elements in turn must contribute to the growth of the students' ability to self-assess. Issues relevant to beginning, intermediate, and advanced learners are identified, and research on criteria, feedback, and self-assessment is reviewed. To help faculty design individual classroom assessments, consideration is given to: determining a specific ability or expected outcome, identifying component abilities, selecting or designing a stimulus and context, attending to developmental levels, developing criteria, providing for self-assessment, and judging performance and giving feedback. Included are guidelines for judging whether criteria are effective and an example of extending assessment beyond the classroom to a wider curriculum

context. (SW)

ED 260 679

Wallace, John

What Undergraduates Learn: The Role of Assessment in Large Research Universities.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 85

Note—20p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *College Students, *Educational Objectives, *Higher Education, *Outcomes of Education, *Student Evaluation, *Undergraduate Study, *Universities

Identifiers—*Research Universities

Undergraduate education at large research universities and the importance of assessment are considered. After summarizing some special characteristics of large research universities, two problems are addressed: the lack of purposiveness in undergraduate education, and the widespread failure to achieve the learning outcomes professed for undergraduate education. The potential of assessment to introduce more coherence and purposiveness into undergraduate education in large research universities is discussed. Limits of assessment in solving the problem are also considered, with attention to other aspects of the problem: funding for undergraduate education, and integration of undergraduate education with the other functions of research universities. Principles to guide the design of assessment activities include: (1) assessment of learning outcomes should be part of a framework that is accepted by faculty and includes deliberation about what students should learn, inquiry into what they do learn, and action to adjust educational practices; (2) the assessment framework should be accepted by students and employers; (3) assessment should emphasize continuities with learning in elementary/secondary education; (4) formal assessment should be employed; and (5) the use of intensively evaluated pilot programs should be increased. (SW)

ED 260 680

Elman, Sandra E. Lynton, Ernest A.

Assessment in Professional Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 85

Note—24p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985). Broken print will affect legibility.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Administration Education, *Case Studies, *Clinical Experience, *Competence, *Critical Thinking, *Engineering Education, *Experiential Learning, *Group Discussion, *Higher Education, *Medical Education, *Outcomes of Education, *Problem Solving, *Professional Education, *Role Playing, *Self Evaluation (Individuals), *Simulation, *Student Evaluation

The assessment of professional programs at the undergraduate level is discussed (i.e., engineering, business, education, nursing, and other career-oriented fields). Presently, assessment in professional education relies almost exclusively on written or oral testing of a predetermined set of cognitive and analytical skills. This is followed by assessment of the ability to apply these skills to predetermined and well-defined problems and cases. Professional education and assessment need to focus more on the process of defining problems and making instrumental judgments, using a variety of real and simulated clinical experiences. Professionals need to be able to make choices among a number of possibilities, each of which optimizes one or more competing values. Professional competence requires dealing with complexity, tolerance for ambiguity, coping with discontinuity and disequilibrium, and risk-taking. Self-assessment is emerging as an integral part of professional competence, and, therefore, must become part of professional education. The effective use of the following methods in assessment are addressed: the case study method; simulation,

role playing, and group discussion; and small group interactions. Specific reference is made to the education of engineers, managers, and medical personnel. (SW)

ED 260 681

Ewell, Peter T. Jones, Dennis P.

The Costs of Assessment.

Spons Agency—National Center for Higher Education Management Systems, Boulder, Colo.; National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 85

Contract—400-83-0009

Note—43p.; Paper presented at the National Conference on Assessment in Higher Education, sponsored by the American Association for Higher Education, (Columbia, SC, October 13-15, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Students, *Comparative Analysis, *Cost Estimates, *Higher Education, *Institutional Characteristics, *Instructional Improvement, *Outcomes of Education, *Program Costs, *Program Development, *Student Development, *Student Evaluation, *Unit Costs

Identifiers—Involvement in Learning

The costs of assessment, which was identified as a condition for achieving excellence in undergraduate education by the Study Group on the Conditions of Excellence in American Higher Education, are addressed. Two questions considered deal with (1) the unit of analysis and (2) what to count. The unit of analysis can be the individual student, programs or curricula, or the institution as a whole. Cost calculations vary (direct, indirect, full, average, marginal, opportunity costs); it is most important to determine the level of regular investment the institution must make in addition to ongoing activities. It is assumed that an institution will adopt an explicit program for assessing instructional effectiveness, in which various efforts are coordinated and supported by a visible, staffed office. Some typical direct costs (instrument costs, administration costs, analysis costs, coordination costs) associated with establishing such a comprehensive program are derived. Constructed cost estimates are provided for four typical institutional types (small private liberal arts college, public major research university, regional comprehensive university, and community college). Each constructed cost estimate is anchored by actual data from institutional experience. Commonly used commercial instruments available for assessing student cognitive growth, reactions to college, and experiences after graduation are described in an appendix. (LB)

IR

ED 260 682

Callison, Daniel Haycock, Gloria

Teacher and Student Field Testing of Microcomputer Software: A Lilly Linkage Project for the Purpose of Evaluating Educational Microcomputer Programs for Use in Indiana Public Schools. Volume One.

Indiana Univ., Bloomington. School of Library and Information Science.; Northwestern Consolidated School District of Shelby County, Fairland, IN.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—Aug 84

Note—172p.; For volume two, see IR 011 754. Portions in small print. Some graphics may not reproduce clearly.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computers, *Courseware, *Data Collection, *Elementary Schools, *Elementary Secondary Education, *Evaluation Methods, *Field Tests, *Instructional Materials, *Participant Satisfaction, *Worksheets

Identifiers—Indiana, *Software Evaluation, *Software Reviews

This report summarizes the activities of the first year of a 2-year Lilly Endowment, Inc. sponsored project, which funded nine Indiana school corporations to select and field test current microcomputer

software, and presents 53 critical software evaluations based on information gathered from teachers and students. Information provided by the report includes: (1) a statistical description of the field testing; (2) a summary of the evaluations; (3) a list of programs by general subject areas; (4) a list of programs by grade level; (5) a list of programs by hardware format used; (6) the evaluations (listed alphabetically by title); (7) recommendations of sources for computer software; (8) a sample agenda for a workshop on computer program utilization; and (9) a report on the need for centralized control of selection, evaluation, and acquisition of microcomputer software. Each software program evaluation lists the title, intended audience and curriculum, instruction method, hardware format, producer and/or distributor, stated program objectives, teacher evaluation, and student evaluation. Also included are sample microcomputer software evaluation forms for teachers and students. Summary notes on the evaluations indicate that most programs evaluated by the teachers received a "B" level, and very few were graded in the lowest levels of "D" or "F"; the most common student criticism was that the program was too easy. Statements and drawings from students' evaluation forms are used as illustrations throughout the report. (JB)

ED 260 683 IR 011 754

Callison, Daniel Haycock, Gloria

Teacher and Student Field Testing of Microcomputer Software. A Lilly Linkage Project. Volume Two with Revised Evaluation Forms and Methodology.

Indiana Univ., Bloomington. School of Library and Information Science, Northwestern Consolidated School District of Shelby County, Fairland, IN.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—May 85

Note—205p. For volume one of this report, see IR 011 753. Document contains small print.

Pub Type—Guides - Non-Classroom (055) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computers, *Courseware, Data Collection, Elementary Secondary Education, *Evaluation Methods, *Field Tests, Instructional Materials, Participant Satisfaction, Worksheets. Identifiers—Indiana, *Software Evaluation, *Software Reviews

This document, the second of two volumes, completes the report of a Lilly Endowment, Inc. funded project whose major objective was to establish a process for both teachers and students to be involved in the field testing or evaluation of microcomputer software. Workshops were held in nine Indiana school corporations where more than 2,300 students and 290 teachers completed evaluations of over 135 selected microcomputer programs. The programs were instructional in nature and included various formats: drill and practice, tutorial, simulations, and educational games. Included in this volume are the results of the field testing during the second year of the project, revised evaluation forms, and the methodology that can be adopted by teachers. The contents include: (1) a list of programs by subject areas; (2) a list of programs by grade level; (3) the evaluations for 77 software programs; (4) a step-by-step process for the effective selection of microcomputer software; (5) a methodology for teacher and student evaluation of software; (6) questions and answers from an analysis of the data; (7) recommendations of sources for computer software; and (8) revised evaluation forms. Each software program evaluation lists the title, intended audience and curriculum level, instructional method, producer and/or distributor, stated objectives, teacher evaluation, positive and negative comments, teacher overall rating, comments on program utilization, and student evaluation. (JB)

ED 260 684 IR 011 755

Kadec, Sarah T. Jover, Antonio

Transfer of the EPA/NIH Chemical Information System (CIS) to Private Management.

Pub Date—Mar 85

Note—13p. Paper presented at the Annual Conference of the National Federation of Abstracting and Information Services (Arlington, VA, March 3-6, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Problems, Change Strategies, Chemical Analysis, *Chemical Industry, *Chemistry, *Computer Software, *Databases, Government Role, Organizational Change. Identifiers—Environmental Protection Agency, Private Sector

This paper discusses the programmatic concerns, the evaluation, and the ultimate decisions which led to the transfer of CIS (Chemical Information System) to the private sector. CIS is a complex, integrated system of some 20 chemical databases and data analysis programs which provide access to physical, toxicological, environmental effects, and regulatory data on approximately 350,000 chemicals. Originating at the National Institutes of Health in the early 1970's, CIS was transferred to the U.S. Environmental Protection Agency (EPA) in 1973. Subsequently, EPA was responsible for the coordination of the system's activities, the letting of contracts, and the provision of several databases to the system. Both the problems in funding and management associated with EPA control, and the actions taken by EPA which eventually led to the transfer of the system to the private sector, are discussed. These actions included: (1) addressing problems associated with management issues under the present contract; (2) a major information management review of all aspects of the system and an internal management review; (3) establishment of two review panels to provide objective evaluations of the system and its framework; and (4) a report from the review panels. The panels found that existing CIS capabilities were inadequate to meet demands for chemical information, and recommended a more appropriate management concept—a separate government management role from a private sector implementation role. The report concludes with information on how the transfer of CIS to the private sector was accomplished, and a discussion of the changing conditions that made such a transfer necessary. (JB)

ED 260 685 IR 011 757

Seal, Deborah Casler, George

An Agenda for Technology Inservice: Stitching the Pieces Together.

Pub Date—May 84

Note—8p. Paper presented at the Conference on the Electronic Classroom (Albany, NY, May 15, 1984).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computers, *Educational Technology, Information Science, *Inservice Teacher Education, *Preservice Teacher Education, *Professional Development, *State Agencies, State Aid, *Teacher Improvement, Teaching Methods

Identifiers—*New York

The New York State Education Department's Center for Learning Technologies was developed in February of 1982 with a mission to provide assistance to educational and cultural institutions to ensure effective implementation of the new technologies. This paper describes the concept of inservice training using technology at the national and state level, and includes a description of the Center for Learning Technologies' Training Program. The subject is divided into three categories—national issues, state issues, and staff development, and data on the growth of technology in education, particularly computers is provided first. Several important propositions are then highlighted: (1) technology is expanding rapidly into a variety of learning settings, including schools, colleges, libraries, and homes; (2) when technologies are integrated into the curriculum by highly skilled professionals, enhanced learning can take place; and (3) a tremendous need exists to address the problem of both preservice and inservice teacher education if technology implementation is to be a successful and long term innovation. Developments on the national and state level are presented that detail actions taken to improve both technological facilities and inservice (professional development) training. The paper concludes with information on funding for 14 to 20 centers throughout the state which will provide professional support services to teachers in the use of new learning technologies. (JB)

ED 260 686 IR 011 758

Gee, Michael Dennis

Canadian Community College Computer Usage Survey, May 1983.

Pub Date—May 83

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, *Community Colleges, *Computer Assisted Instruction, Computer Literacy, Computers, Computer Software, Foreign Countries, National Surveys, Programming Languages, School Surveys, Two Year Colleges, *Use Studies

Identifiers—*Canada, *Computer Uses in Education

This survey was conducted to provide information on the level of computer usage in Canadian community colleges. A 19-question form was mailed to the deans of instruction in 175 Canadian public community colleges identified as such by Statistics Canada. Of these, 111 colleges returned their surveys (a 63% response rate), and the results were processed by the Statistical Package for Social Sciences (SPSS). Questions representing the focus of the survey included queries on the amount of computer utilization for instruction in specific institutions; whether these are mainframe, mini or micro; how many of each computer exist; their brand names; sources for software; software languages used; computer literacy level of instructors; and whether general attitudes toward computers in the classroom environment are positive. It was found that: (1) a resounding number of colleges have microcomputers; almost 70% have at least 10, with many having over 20; (2) word processing activities are restricted to only one-third of the colleges' main or mini computers; and (3) only one-fourth of the instructors are computer literate. A call for the development of a provincial/national scheme for the use of microcomputers in educational institutions concludes the paper. (JB)

ED 260 687 IR 011 759

Stennett, R. G.

Computer Assisted Instruction: A Review of the Reviews. Research Report 85-01.

London Board of Education (Ontario). Educational Research Services.

Pub Date—85

Note—15p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Comparative Analysis, *Computer Assisted Instruction, *Computers, Conventional Instruction, Databases, Elementary Secondary Education, *Intermode Differences, *Literature Reviews, Microcomputers, Research Methodology, Secondary Schools, Special Education, *Teaching Methods

Identifiers—*Instructional Effectiveness

This review of the literature on computer assisted instruction (CAI) focuses on the use of CAI with grades K-13, and specifically assesses the relative merits of traditional instruction and CAI in promoting student achievement. Also assessed are the applications of CAI in the area of special education. Three types of reviews are used exclusively: (1) subjective, personal opinion; (2) box score reviews, in which the author gives narrative comments about the studies and reports the proportion favorable to CAI; and (3) meta-analysis, which uses objective procedures to locate studies, quantitative methods to describe study features and their outcomes, and statistical methods to summarize overall findings. The document includes an account of the method of locating studies (the ERIC, Psychological Abstracts, Ontario Educational Resources Information System, and Exceptional Child Educational Resources databases), a description of the document review, definitions, and the problems of terminology. Five major reviews are included: Vinsonhaler and Bass (1972); Edwards, et al. (1975); Burns and Bozeman (1981); Kulik, J. et al. (1983); and Kulik, C. C. et al. (1984). The paper concludes with six generalizations based on the five reviews and a discussion of the future of CAI use, which includes some recommendations. A five page bibliography is attached. (JB)

ED 260 688 IR 011 760

Harvey, Wayne

Designing Educational Software for Tomorrow. SRI International, Menlo Park, Calif.

Pub Date—May 85

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Artificial Intelligence, Cognitive

Style, *Courseware, Design Requirements, *Environmental Influences, *Instructional Design, Instructional Development, *Learning Strategies, *Microcomputers, Quality Control, Teaching Methods

Identifiers—Software Design

Designed to address the management and use of computer software in education and training, this paper explores both good and poor software design, calling for improvements in the quality of educational software by attending to design considerations that are based on general principles of learning rather than specific educational objectives. This approach also focuses attention on the student-computer segment of the wider context in which learning occurs and which includes the external environment, e.g., the school, the home, and cultural institutions, as well as other individuals, e.g., parent, teacher, fellow students, who affect the interactions between the student and the computer. Topics discussed include: (1) goals for computer use in education; (2) the software design process and the source of quality productions; (3) student orientation to software; (4) student interaction with hardware and software; (5) ways to facilitate student understanding; (6) promising directions to pursue; and (7) the Advanced Instructional Technology Program at SRI International. Included are diagrams which illustrate the concepts of software types and learning skills, educational software development, design considerations for educational software, and the interaction of computer science and cognitive engineering. The paper concludes with a call for instructional designers to use information on how people store, manipulate, and process knowledge in the design of educational software. (JB)

ED 260 689 IR 011 761

Exploratory Computer Literacy Curriculum Guide, Grades K-6. Resource Unit.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date—Dec 84

Note—206p.; For the Exploratory Computer Literacy Curriculum Guide, Grades K-6, see ED 256 289. This resource unit is designed to replace the resource section, pages 131-141, of the guide.

Pub Type—Guides - Classroom - Teacher (052) — Tests/Questionnaires (160)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Computer Literacy, *Courseware, Curriculum Enrichment, Elementary Education, *Lesson Plans, *Microcomputers, *Models, Programming Languages, State Curriculum Guides, Statewide Planning, Word Processing

Identifiers—BASIC Programming Language, Hawaii, LOGO Programming Language

Designed to coordinate teacher-developed materials in computer literacy, this resource unit is composed of several sections. The first, "Planning for Computer Instruction," provides an outline for developing a school-level computer task force, management procedures for computer labs, and sample student survey forms. The remaining sections provide sample activities for classroom use within the major topics of "Getting Started," "LOGO," "Word Processing," and "BASIC." Each sample activity includes suggestions and guidelines for teachers on: (1) appropriate grade levels; (2) performance expectations; (3) curriculum areas; (4) prerequisites; (5) materials, including hardware, software, and supporting peripherals; (6) classroom management; (7) teacher preparation; (8) pre-computer activities; (9) hands-on activities; and (10) follow-up enrichment activities. The materials reflect the teacher-developer's own environment; variables include size of school, characteristics of student population, accessibility to microcomputers, and teaching style. Supporting materials include a computer literacy software list with notations of grade level, price, and publisher; recommended periodicals for teachers; computer books for students; teacher references; and local resources on computer education. Also included is a table showing the sizes of microcomputer keyboards and reference charts. (JB)

ED 260 690 IR 011 762

Dwyer, Daniel J.
An Exploratory Study of the Effect of Screen Size and Resolution on the Legibility of Graphics in Automated Job Performance Aids. Final Report.
Air Force Human Resources Lab., Brooks AFB, Texas.; Naval Training Equipment Center, Orlando, Fla.
Report No.—AFHRL-TR-84-55; NAVTRA-

EQUIPCEN-1H-355

Pub Date—30 May 85

Note—49p.; Cooperative Study Series.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Comparative Analysis, Computer Assisted Instruction, *Computer Graphics, Evaluation Methods, *Instructional Material Evaluation, *Microcomputers, Military Training, *Screens (Displays), Technical Education, Training Methods, *Visual Discrimination

Identifiers—Cathode Ray Tubes, Job Aids, *Legibility

Designed to assess the effect of alternative display (CRT) screen sizes and resolution levels on user ability to identify and locate printed circuit (PC) board points, this study is the first in a protracted research program on the legibility of graphics in computer-based job aids. Air Force maintenance training pipeline students (35 male and 1 female) served as participants in the study, which examined three cathode ray tube (CRT) screen sizes (5"X5", 9"X9", and 12"X12") and four levels of resolution (35, 70, 140 and 280 dots/pixels per inch), and assessed the impact of changes in these variables on locator task performance. The screen sizes were selected as representative of the range of display screens commercially available. The task involved locating test points (i.e., components and solder connections) on two actual PC boards (one component side and one pin side) based on test points identified in a graphic display. The report includes: (1) background information; (2) test methods, including sample, apparatus, procedure, design and analysis, and performance measures; (3) results, including response accuracy and response time; (4) conclusions; (5) references; (6) a four-page bibliography; and (7) appendices, which include a summary of past research, the verbal instructions to students, student instructions presented on CRT, and data tables. Findings showed that the smallest screen could not be used for graphics with high information density and low discriminability, but the two larger screens were adequate for all tested information. (JB)

ED 260 691 IR 011 763

Vandendorpe, Mary M.
The k-d Tree: A Hierarchical Model for Human Cognition.

Pub Date—3 May 85

Note—19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 3, 1985).

Pub Type—Opinion Papers (120) — Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Artificial Intelligence, Cognitive Development, *Cognitive Processes, Comparative Analysis, *Computers, *Computer Software, *Information Processing, *Mathematical Models, Research Tools

Identifiers—Piagetian Theory

This paper discusses a model of information storage and retrieval, the k-d tree (Bentley, 1975), a binary, hierarchical tree with multiple associate terms, which has been explored in computer research, and it is suggested that this model could be useful for describing human cognition. Included are two models of human long-term memory—networks and hierarchies—and reasons are given for the higher efficiency of hierarchical theories, including the k-d tree. A description of the k-d tree includes its structure, computation rates, and balancing (branching); its applications to human cognition, including a comparison with Piaget's notions of equilibrium and cognitive stages of development; application to memory and forgetting theories; convergent and divergent thinking processes; logic paths and decision-making; and the function of sleep. A concluding discussion compares human and computer processing of information, and raises questions related to the hierarchical structure of brain activity. It suggests that the k-d model from information science may have a strong relevance to the study of human cognition, particularly regarding the study of memory and sleep, while at the same time allowing for vast differences between a computer and the human mind. (JB)

ED 260 692 IR 011 764

Locus of Control among Computer-Using School Children. A Report of a Pilot Study.
National Advisory Council for Computer Implementation in Schools, Tucson, AZ.

Pub Date—Jan 85

Note—36p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Educational Testing, Elementary Secondary Education, Learning Strategies, *Locus of Control, *Microcomputers, Psychological Studies, *Self Concept, Self Concept Measures, Statistical Significance, Student Attitudes, Word Processing

Identifiers—Bank Street Writer, *LOGO Programming Language

A convenience sample of 46 subjects was selected from 104 elementary through secondary self-selected students who participated in a prototypical voluntary after-school and summer computer camp operated by an American southwestern nonprofit educational research laboratory. Following an initial 16-hour exposure to LOGO and Bank Street Writer, a minimal shift toward an internal locus of control was found for children 12 years of age or less (paired t-tailed t-test significant at .03), as measured pre- and post-test with the Nowicki-Strickland Locus of Control (LOC) Scale for Children. The LOC scale was chosen as an operationalization of Seymour Papert's concept of "empowering children" via microcomputer interaction. Because prior research on LOC has associated an internal LOC with positive learner attributes, it was felt that such an investigation could assist researchers in more clearly distinguishing between the reaction of different groups toward technology as a tool. Study findings include data which indicate that the study group did demonstrate a significant shift towards internality, "planning" seems to be poorly regarded by even the most "internal" of students, and the subject's self-acceptance experienced a negative shift from pre- to post-tests. (Author/JB)

ED 260 693 IR 011 766

Baggert, Patricia Ehrenfeucht, Andrzej
A Multimedia Knowledge Representation for an "Intelligent" Computerized Tutor. Technical Report No. 142.

Colorado Univ., Boulder. Inst. of Cognitive Science. Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Apr 85

Contract—N00014-84-C-0122; N00014-85-K-0060; NR-667-533; NR-702-001

Note—52p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Artificial Intelligence, *Computer Assisted Instruction, Computers, Equipment Maintenance, Instructional Design, Instructional Improvement, *Multimedia Instruction, *Repair, *Tutoring

The intended end product of the research project described is an "intelligent" multimedia tutoring system for procedural tasks, in particular, the repair of physical objects. This paper presents the data structure that will be used, i.e., a graph with five types of nodes (mental, abstract, motoric or action, visual, and verbal) and two types of links (subconcept and pointer). The graph examples given in the paper are knowledge representations of conceptualizations that people might have for a simple object, e.g., a flashlight. Use of the representations is shown for choosing actions, planning strategies, making inferences, and designing instructions. The plan for computer implementation of the tutoring system is also given, as well as a report on applications of this knowledge representation, including how it can be derived from experimentally observed behavior. Finally, this knowledge representation is compared with others such as KRL, Pavis, and linguistically based theories. (Author/JB)

ED 260 694 IR 011 767

Loper, Ann Booker And Others
Use of a Microcomputer-Based Simulation to Enrich Teacher Training.
Virginia Univ., Charlottesville. School of Education.

Spons Agency—Fund for the Improvement of Post-secondary Education (ED), Washington, DC.

Pub Date—[85]

Grant—G008440410

Note—9p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Simulation, Curriculum Enrichment, Higher Education, Instructional In-

novation, *Methods Courses, *Microcomputers, Models, *Teacher Education, Teacher Student Relationship, Teaching Methods, *Training Methods

Identifiers—Instructional Effectiveness

Designed to provide teacher-trainees with practice before entering a real classroom, a microcomputer-based simulation of classroom interaction became a key component in the curriculum of two introductory methods courses offered at the University of Virginia. Twenty-two participants used IBM-PC equipment to complete two skill modules. Each module included a series of simulated lessons followed by a debriefing session during which individualized counseling on skill attainment was given. In the first module, trainees were encouraged to inform pupils whether their content-based answers to spelling questions were correct or not. In the second module, trainees were encouraged to adjust the pace of their questioning on the basis of whether they were introducing or reviewing content-related material. The instructional strategies could be determined by the teacher-trainee, and the interactions between the teacher and pupil (computer simulated) was in the form of spoken dialog. Instruction for the participants was based on a skill mastery approach to learning. The teacher-trainee response to classroom simulation was positive; 100% of participants reported enjoying the post-session debriefing and performance appraisal by a counselor. Future plans include continuation and expansion of simulation methods with opportunities given for participants to experience inappropriate classroom behavior in order to gain practice in effective management techniques. (JB)

ED 260 695

IR 011 768

Olian, Judy. Schneider, Craig E.

Analysis of the Skills Used in Public Broadcasting's Key Jobs with Recommended Uses by Public Broadcasting Organizations.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date—May 85

Note—34p.; Research conducted on behalf of Corporation for Public Broadcasting's Training Needs Assessment Project.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Broadcast Television, Interviews, *Job Analysis, *Job Skills, Needs Assessment, Professional Training, *Public Television, Questionnaires, *Skill Analysis, Staff Development, Surveys, Task Analysis

Identifiers—*Public Broadcasting

Designed to provide a listing of knowledge, skills, and abilities (collectively known as KSAs) that could be used by public broadcasting stations for recruitment, selection, promotion, evaluation, training, and staff career development, this document addresses three key broadcasting personnel areas. These areas are programming/production, engineering/operations, and promotion/development. Individuals in the selected key positions completed interviews and questionnaires to supply information about tasks performed. Their responses formed a listing of possible job tasks which was included in a final questionnaire sent to 500 public broadcasters. This survey gathered information on the frequency of performance of tasks, their difficulty, and whether or not they included a supervisory component. Also generated was a list of KSAs needed to perform each task. Nine tables list the crucial KSAs for the areas of: production; programming; technical and operations; promotion and development; and supervision tasks. Also included are lists of specific tasks that constitute each position, as well as brief information on how training needs assessment data may be used to develop or evaluate training, suggestions for conducting training programs and acquiring training resources, and other uses for training needs assessment data. (JB)

ED 260 696

IR 011 769

Burkholder, Jana N.

An Annotated Bibliography of the Literature Dealing with Teacher Training in the Uses of the Computer in Education.

Pub Date—Apr 85

Note—41p.; Exit Project, Indiana University at South Bend.

Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Annotated Bibliographies, *Competence, *Computer Assisted Instruction, Computer

Literacy, *Computers, Higher Education, *Inservice Teacher Education, *Preservice Teacher Education, Professional Training, Teaching Methods Identifiers—*Computer Uses in Education

The 32 citations in this annotated bibliography were identified by a review of the literature which addressed three questions: (1) is there a need for teacher training in the educational uses of computers? (9 citations); (2) what ideas and competencies should be considered when planning and implementing teacher training programs? (14 citations); and (3) what has been done to deal with this problem? (9 citations). The introduction includes a statement of the problem, purpose, organization, and limitations of the review of the literature which produced this bibliography, and a glossary of computer terms. A summary of the study which follows the citations presents these findings: (1) teachers themselves feel a need for increased training in the educational uses of computers, with current training more likely to occur in larger school districts; (2) lack of training and experience appear to be directly related to negative attitudes and lack of confidence towards computers; (3) effective preservice and inservice training programs seem to be successful in improving computer awareness and skills; and (4) competencies desirable for teachers to have include knowledge of hardware and software, experience with computer assisted and computer managed instruction, and the ability to evaluate computer software and the social and cultural implications of computer utilization. The study concludes with four recommendations for educational and government institutions to use in improving teacher training in computer use, a list of 13 competencies most frequently taught to teachers, a chart of the frequency of 15 competencies found to be necessary in teacher training programs, a list of 15 items that received a 66.7% or above acceptance rating as necessary in teacher training programs, and a bibliography. (JB)

ED 260 697

IR 011 770

McMillan, Samuel. Ed. Quinto, Frances. Ed.

Cameras in the Curriculum. A Challenge to Teacher Creativity. An NEA/KODAK Program. Volume 2/1983-84.

Eastman Kodak Co., Rochester, N.Y.; Education Association, Washington, D.C.; National Foundation for the Improvement of Education, Washington, D.C.

Pub Date—85

Note—309p.; For Volume 1 of this publication, see ED 238 409. Photographs will not reproduce well.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Awards, Case Studies, *Creative Activities, Elementary Secondary Education, Higher Education, Instructional Innovation, *Photography, Production Techniques, Program Descriptions, *Program Implementation, *Teacher Developed Materials, Teaching Guides, Teaching Methods, *Visual Aids

Designed as a teacher's guide to stimulate student interest, creativity, and achievement, this teaching guide includes 132 projects which involve the use of photography as an instructional tool. The volume is divided into subject areas with grade levels ranging from kindergarten through higher education. Most projects are multidisciplinary, and each project includes the title, contributing author, location, subject, grade level, quotation from the author, purpose and description of the project, activities, materials, resources and expenses, outcomes, and adaptability. The subjects of the programs are: (1) art education, including creative expression, various art forms, spatial relationships, and human understanding; (2) career education, which illustrates the building of skills and knowledge through participation in the workplace; (3) community studies; (4) English, including a study of writing and literature; (5) history, which uses a unique approach that touches on composition and art; (6) language arts, which reviews varied approaches for enhancing language development in the elementary grades; (7) languages (other than English); (8) mathematics; (9) music, which integrates music with communications, art and photography; (10) photography; (11) science, including aspects of biology, botany, chemistry, the environment, ecology, physics, and human growth; (12) social studies; (13) special education, which gives an array of ideas for specialized teaching and caring; and (13) visual literacy, which illustrates communications through the use of photography. (JB)

ED 260 698

IR 011 771

Sudlow, Lynda L.

Classroom Computer Aide, Especially for Elementary Teachers Just Getting Started with Microcomputers.

Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date—84

Note—26p.

Pub Type—Guides - Classroom - Teacher (052) — Computer Programs (101)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Courseware, Drills (Practice), Elementary Education, Elementary School Students, Elementary School Teachers, Instructional Materials, *Microcomputers, Programing Languages, Skill Development, Training Methods

Identifiers—BASIC Programing Language

Designed to instruct both elementary school teachers and students in the practical use of computers, this manual contains 20 sample drill and practice examples of computer aided instructional programs. The programs were written using a TRS-80 Model III microcomputer, but can be adapted to most other microcomputers that utilize the BASIC language. The manual begins with an introduction to the programs, including simple suggestions for starting up the computer, inputting information and saving it, and the use of commands such as NEW, RUN/STOP, SAVE, and HOME. The sample programs include title, purpose of instruction, and a print-out of line numbers, text, and commands for inputting the program. Program titles are: Missing Letters; Guess the Letter; Alphabetical Order-Letters; Alphabetical Order-Beginnings; Alphabetical Order-Words; Ending Sounds; Capitalization; Spelling Test; Punctuation; Addition Practice; Subtraction Practice; Multiplication Practice; Division Practice; Greater Than/Less Than; Reducing Fractions; Fraction Conversion; Grouping Vertebrates; History Sequences; Presidents; and States and Capitols. (JB)

ED 260 699

IR 011 776

Rodenstein, Judith

Instructional Strategies for Using Microcomputers in Vocational Education.

Wisconsin Univ., Madison. Vocational Studies Center.

Pub Date—85

Note—363p.

Available from—Vocational Studies Center, 1025 W. Johnson St., Room 964, Madison, WI 53706 (\$30.00 plus 10% for shipping and handling).

Pub Type—Collected Works - General (020) — Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Literacy, *Curriculum Development, *Curriculum Enrichment, Instructional Design, Instructional Development, *Microcomputers, Teaching Methods, *Vocational Education

This publication contains 4 reports and 15 profiles which illustrate the role of computers in education with emphasis on vocational education. The reports are: (1) "Microcomputers in the Classroom—Dreams and Realities" (Henry Jay Becker); (2) "Microcomputers in the Classroom: Are There Unique Issues for Vocational Educators to Consider?" (Judith M. Rodenstein); (3) "Microcomputer Instruction in Agriculture and Agribusiness" (D. W. Scheid); and (4) "Vocational 'CAD' Education at the Indian Valley Vocational Center" (Mark Schwendau). The profiles, which describe an institution's efforts to integrate the microcomputer into a particular curriculum are: (1) "Coordinating the Use of Microcomputers District-Wide"; (2) "Integrating Microcomputers into the Secondary School Curriculum"; (3) "A Computer Literacy Course at a Liberal Arts College"; (4) "Integrating the Microcomputer into a Business Education Curriculum"; (5) "Simulation of a Model Office"; (6) "Integrating Information Processing into a Business Curriculum"; (7) "Using the Microcomputer in a Basic Skills Program"; (8) "The Microcomputer in Agricultural Education"; (9) "Integrating Computer Assisted Design (CAD) into the Drafting Curriculum"; (10) "A Statewide Demonstration Site for Teaching CAD"; (11) "Generating Tests with a Microcomputer"; (12) "Enhancing a Printing Technology Curriculum with the Microcomputer"; (13) "Using the Microcomputer to Manage in a Second-

ary Level T&I Program"; (14) "Computer Managed Instruction in a Major Appliance Servicing Program"; and (15) "Using a Microcomputer to Control a Mill." Each profile contains the name, address, and telephone number of the contributing institution, the title of the instructional program used, and the name of the contact person at the institution. (JB)

ED 260 700 IR 011 777

Slotnick, Robert S. Jeger, Abraham M.
Instructional Technology: Demonstration of Original Software for Teaching Introductory Psychology.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Aug 85

Grant—G008202189

Note—7p; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Simulation, Courseware, Higher Education, Learning Strategies, *Microcomputers, *Psychology, *Teaching Methods

This paper describes a demonstration of an instructional package consisting of original, interactive microcomputer-based simulations and accompanying faculty and student guides designed to assist in teaching introductory psychology. An Apple IIe computer and color monitor were used. The paper contains: (1) a purpose statement; (2) a brief summary of available software in the field of psychology, including titles and authors; (3) a description of the New York Institute of Technology's (NYIT) Psychology Software Development Project; and (4) a list of NYIT's individual psychology software programs. Each listing contains the program title, a brief content summary, and the student interaction involved. The programs are: Operant Conditioning; Incremental Learning-A Self-Experiment; Classical Conditioning; Digit-Span; and Prisoner's Dilemma. Also included is a summary of the implementation procedures for utilizing these software programs as value-added exercises at NYIT. The concluding section promises a more formal evaluation study focusing on process and outcome data after a full-scale course implementation of the interactive software programs is initiated. (JB)

ED 260 701 IR 011 778

Adamson, Martin And Others

Policy, Guidelines, and Procedures for the Selection and Classification of Provincially Authorized Learning Resources. Revised.

Alberta Dept. of Education, Edmonton.

Pub Date—15 Mar 85

Note—86p; Best copy available.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Classification, Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Foreign Countries, Guidelines, *Instructional Materials, *Media Selection, *Policy, *Resource Materials, *State Standards

Identifiers—*Alberta, Canada
Intended for use by curriculum committees or individuals charged with responsibility for the selection of provincially authorized learning resources, this document contains guidelines and procedures intended to serve as minimum standard requirements for the provincial evaluation and selection of learning resources. Learning resources are defined as those print, nonprint, and electronic software materials used by teachers or students to facilitate teaching and learning. The contents include: (1) background information; (2) a policy statement; (3) 19 guidelines which outline the responsibilities of various agencies involved and policies for classification, selection, and handling of authorized learning resources; (4) procedures for the evaluation, selection, and authorization of learning resources; (5) responsibilities of the Canadian Exchange for Instructional Materials Analyses (CEIMA); (6) responsibilities of the Computer Software Clearinghouse; (7) definition of terms used in the document; and (8) 12 appendices. The appendices include sample CEIMA forms for materials analyses; tolerance and understanding analysis, synthesis and evaluation guidelines; request for authorization or change in status of a recommended learning re-

source; and discard policy and procedures. (JB)

ED 260 702 IR 011 779

Proceedings of the Annual Conference on "The Role of the Computer in Education" (5th, Arlington Heights, Illinois, February 20-22, 1985).

Micro-Ideas, Glenview, IL.

Pub Date—Feb 85

Note—252p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Literacy, Computer Software, *Curriculum Development, Elementary Secondary Education, Higher Education, *Instructional Innovation, *Microcomputers, Programming, Skill Development

Identifiers—*Computer Uses in Education

The 46 papers in this proceedings summarize the work of academic and private groups which seek to provide a means of integrating the utilization of the computer into an established curriculum; descriptions of sample courses are included. The contents include: (1) Four Precollege Computer Curricula: A Symposium; (2) Data Processing Management Association; (3) Computer Science for Secondary Schools: Course Content; (4) The Report of the ICTM SC3; (5) Assessing Library Microcomputer Needs; (6) Word Processors: "Ghost Writer"; (7) Telecommunications for Educators—An Introduction; (8) Structured BASIC on the Macintosh; (9) Issues and Trends; (10) Computers in Biological Education; (11) BASIC for Students with a Limited Mathematics Background; (12) Word Processing: Introduction in the Computer Lab; (13) Microworlds and Macroworlds; (14) Professional Training in CBE: The View of One University; (15) Kinder Keys: A Keyboarding Program; (16) Lasagna Code—An Alternative to Spaghetti; (17) Software Evaluation Is a Personal Affair; (18) Computer Expedition 1984: What to Do When the Novelty Is Gone; (19) Effects of Microcomputer Technology on Young Handicapped Children; (20) The Role of the Microcomputer at Illinois State University; (21) Polishing the Apple in Vocational Education; (22) Keyboarding in the K-12 Curriculum; (23) The Microcomputer Lab of the Future; (24) Taking the Next Step—Slowly; (25) CAI—Is That All There Is?; (26) Outlining a Practical First Computer Course for Special Educators; (27) College Chemistry Graduates Have Poor Communication Skills; (28) Computer Power: A Problem Solving Course for All Levels; (29) Pascal as a Programming Language for Beginners; (30) Word Processing Is Good for Elementary Teachers and Students; (31) Keyboarding; (32) Teachers Talk—The Failure of Computers in Education?; (33) Three Anchors and Computer-Assisted Learning; (34) Increasing Female Involvement in the Use of Computers; (35) Using New Technologies in Education: A Redefinition; (36) Child Tracking System; (37) Computer Literacy: Still an Issue or Should We Change Its Name?; (38) Improving Instruction through Appropriate Software for Special Ed; (39) Taking the Byte out of Counseling; (40) Sweetening Your Apple; (41) The Computer as a Tool in the Junior High Classroom; (42) Implementation of a K-8 Computer Curriculum; (43) C/C-Computers in the Curriculum; (44) Excellence in Administration: Planning and Presenting; (45) Advanced Techniques of Logo Programming; and (46) Athletic Administration: Sport Statistics. (JB)

ED 260 703 IR 011 780

Jeger, Abraham M. Slotnick, Robert S.

Toward a Multi-Paradigmatic Approach to Evaluation of CAI: Experiences from the N.Y.I.T. Computer-Based Education Project.

New York Inst. of Tech., Old Westbury.

Spons Agency—Department of Education, Washington, DC.

Pub Date—23 Jan 85

Grant—G008202189

Note—18p; Paper presented at the New York Institute of Technology Invitational Seminar on Computer-Based Education (Old Westbury, NY, January 23, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Computer Assisted Instruction, Courseware, *English Instruction, *Evaluation Methods, Higher Education, Instructional Material Evaluation, *Mathematics Educa-

tion, *Microcomputers, Skill Analysis, Student Attitudes

Identifiers—*Instructional Effectiveness, *Software Evaluation

Designed to present a rationale for evaluating the implementation of computer assisted instruction (CAI) in higher education, this paper describes a multi-paradigmatic approach to the evaluation of CAI pilot implementation efforts and its application in various math and English courses at the New York Institute of Technology (NYIT). Students in two math courses—Developmental Math and College Algebra—and four different English courses—Communication Skills, Composition, Business Writing, and Technical Writing—spent significant portions of class time working in a microcomputer laboratory utilizing Apple/Franklin and Commodore 64 computers. Evaluations of instructional effectiveness focused on a process analysis, but a quantitative evaluation was also conducted. Included are discussions of: (1) CAI and student role changes; (2) CAI and faculty role changes; (3) faculty professional development; (4) points unique to the math experience; (5) points unique to the English experience; (6) student attitudes toward computers and math CAI; (7) students' perceptions of word processing in the learning of writing; and (8) unanticipated negative consequences. Findings indicate that: CAI students demonstrated a good conceptual grasp of subject matter; their difficulties were identified quickly; they often worked in pairs, which provided mutual support; and faculty were able to interact individually with students, observe the learning process closely, and intervene directly and immediately. (JB)

ED 260 704 IR 011 781

Ika, Akira

Use of Computer in Education in Japan. NIER

Occasional Paper 03/84.

National Inst. for Educational Research, Tokyo (Japan).

Report No.—NIER-OP-03/84

Pub Date—May 84

Note—23p; Translated from the Japanese for dissemination under the National Institute for Educational Research's Information Services Programme among Unesco Member States in Asia and the Pacific.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Literacy, Elementary Secondary Education, Foreign Countries, Higher Education, Inservice Teacher Education, *Microcomputers, *National Programs, National Surveys, *Preservice Teacher Education

Identifiers—*Japan

This report contains a summary of computer uses among education centers, research institutes, and schools in Japan, based on investigations carried out within 47 prefectures and 10 designated cities throughout the nation. Information presented in the narrative report and eight data tables includes: (1) use of computers in local education centers and research institutes as of 1982, with specific computer models, memory storage capacity, and particular utilization; (2) number of schools and teachers taking advantage of the data processing services at Aichi prefectural education center, with data processing contents and grade level of the school; (3) contents of inservice training for teachers and other education-related personnel held at Aichi prefectural education center, with level and number of courses, course contents, and number of participants; (4) distribution of microcomputers among schools as of January 1983, with grade level and public/private school designation; (5) uses of microcomputers in schools in Japan, with grade level and public/private school designation; (6) situations regarding microcomputers and requests for their introduction among schools in Aichi prefecture as of December 1982, with grade level and number of schools furnished with microcomputers; (7) uses of microcomputers in schools in Aichi prefecture as of December 1982, with grade level and types of utilization; (8) number of data processing programs developed by schools in Aichi prefecture as of December 1982, and average number of programs developed per school having microcomputers. (JB)

ED 260 705 IR 011 782

Coe, Marilyn F.

Analysis of Microcomputer Policy. Paper and

Report Series No. 106.

Northwest Regional Educational Lab., Portland,

OR. Research on Evaluation Program.
Spons Agency—National Inst. of Education (ED),
Washington, DC.
Pub Date—Feb 85
Contract—400-80-0105
Note—32p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrative Policy, *Board of Education Policy, Curriculum Development, Elementary Secondary Education, *Evaluation Methods, *Microcomputers, *Models, *Policy Formation

The purpose of this paper is to assist school district decision makers in formation of computer policy by: (1) developing a framework for analyzing the policy making process; (2) reviewing national and local policies on computer use; (3) analyzing current practice as de facto policy; and (4) evaluating the effects of written and/or de facto policy. Part I of this document describes the policy making process generally, and offers some specific ways that various groups approach policy developing. Part II presents some characteristics of computer use in schools and reviews policies that have been established by other districts. Part III describes a model for analyzing current computer use in schools, and discusses how this model can help a school board in understanding de facto policy in their districts. The summary and recommendations list a number of characteristics of school computer use including utilization of computers without any stated policy; unequal distribution of computer resources due to economic differences; and initiation of computer acquisition by individuals, which complicates policy making. The conclusion calls for the adoption of a standard analytical tool—the distributional matrix—so that districts can compare their patterns of computer use. A list of references completes the document. (JB)

ED 260 706 IR 011 783

Coe, Marilyn F.
Applications of Computers in LEA and SEA Evaluation Units. Paper and Report Series No. 109.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—400-80-0105
Note—30p.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Computers, *Evaluation Methods, *Evaluators, Interviews, National Surveys, Researchers, *School Districts, *State Departments of Education, *Telecommunications
Identifiers—Computer Uses in Education

This paper addresses the issues involved in the current applications of computers, both microcomputers and mainframe, by local (LEA) and state (SEA) education agencies' evaluation-research-assessment departments. The results of a recent survey of randomly selected local and state evaluation units are presented (20 LEA/20 SEA), as well as an integration of some of the salient points from existing publications on the use of computers by evaluators. The paper focuses on the range of applications of computers, problems in application, and primary needs in the utilization of computers for evaluators. Its contents include: (1) study overview and purpose; (2) study design, including target population, SEA and LEA samples; (3) survey design; (4,5) SEA and LEA results, including regional and national profiles; and (6) the conclusion, which briefly reviews the findings, discusses some of the implications, and projects future developments in computer use by evaluators. The interview form is appended. (JB)

ED 260 707 IR 011 784

Chartrand: Congress More Computer Literate.
Government Computer News Interview.
GCN Communications Corp., Silver Spring, MD.
Pub Date—5 Jul 85
Note—5p.

Journal Cit—Government Computer News: The Newspaper Serving Computer Users throughout the Federal Government; v4 n12 p26-29 Jul 5 1985

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Literacy, *Computers, Developing Nations, Discussion, *Federal Government, Federal Programs, Federal Regulation,

Interviews, *Technological Literacy, Technology, Telecommunications
Identifiers—*Congress

This excerpt from a newsletter presents an interview with Robert Lee Chartrand, senior specialist in information policy and technology for the Congressional Research Service of the Library of Congress, on issues related to information technology and the U.S. Congress. A brief biography of Mr. Chartrand presents his major professional experience, including 19 years as an advisor to the members and committees of Congress, and responsibility for maintaining a liaison with information systems oversight and development groups in the Senate, House, and other legislative branch elements. Mr. Chartrand responds to questions regarding: (1) the organization and functions of his office; (2) other existing avenues of advice for congressional members on technological issues; (3) the level of technological sophistication of the average member of Congress; (4) kinds of informal information organizations on the Hill; and (5) current issues of information technology being considered by Congress, such as technology in emergency management, technology in developing countries, computer crime, and financial support for increased technology in education. The interview concludes with brief descriptions by Mr. Chartrand of three existing computing centers—HIS (House Information Systems), the Senate computer facility, and the Library of Congress—and the trends he sees toward creation of local area networks, use of facsimile transmission, and increased utilization of videotex systems. (JB)

ED 260 708 IR 011 785

Bartle, Rachel Cook, Michael
Computer Applications in Archives: A Survey.
Liverpool Univ. (England).
Spons Agency—British Library Board, London (England).

Report No.—BLRD-R-5749; ISBN-0-907156-01-0
Pub Date—Jan 83

Note—133p; Some computer printouts in the appendices may not reproduce well.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Archives, *Computer Oriented Programs, Foreign Countries, Management Information Systems, Questionnaires, *Records (Forms), Standards, Surveys

Identifiers—*Records Management, *United Kingdom

A survey was conducted by the Liverpool University Archives in 1982 to identify existing archives services outside the Public Record Office where automation has taken place or is about to take place, and to undertake a preliminary evaluation of the systems used or proposed. The objective of the study was to identify operational systems and those in the planning stages, conduct an evaluation of those systems, and make recommendations for future action. To obtain information: (1) a questionnaire was sent to archives services known to be active in the field; (2) operational systems were visited; and (3) personal interviews were conducted. Three areas were investigated—records management, archival management, and special applications. Findings show significant developments in records management with two new systems for circulation control; however, no general system or package suitable for immediate dissemination for archive management, and no significant systems for internal management systems and indexing tools were found. It is recommended that work in developing and disseminating a data standard should continue, and funds should be sought to carry out a comparative test and evaluation of software packages. The appendices, which make up the major part of the report, contain brief descriptions of the systems identified, together with examples of input and output, and a list of archives services contacted. (JB)

ED 260 709 IR 011 788

Rieck, Donald A.
Guidelines for Selection of Electronic Networking Software and Hardware.
Pub Date—Apr 85

Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Guides - General (050) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computers, *Computer Software, Guidelines, *Information Networks, *Information Services, Information Sources, *Online Sys-

tems, Telecommunications

Identifiers—Electronic Mail

This article discusses the issues that confront network users and systems operators when they explore and adapt their professional communications activities to electronic communication. (Electronic networking here refers to the use of the telephone and the computer to facilitate communication between or among professional groups in a variety of locations.) Networking is categorized into several functioning levels or types: level one—single user(s) and "host" system; level two—multiuser or local area network system; and level three—multinetwork system. Each level is defined in terms of equipment and personnel needed, and limitations of each system are noted. This article is specifically concerned with guidelines for level one, although some questions and guidelines are given for the other levels. Six major areas of concern relative to electronic networks and their selection are listed and discussed in terms of level one users: (1) define systems usage; (2) define where technical support and service will come from; (3) define how much funding is available and/or how much can be justified; (4) describe how "user-friendly" and adaptable the system must be; (5) determine the technical, physical scope of the network; and (6) determine the kinds of software capabilities that will be needed. Four priorities are listed for software needs: a communications package for hardware, a "starter kit" for some online network database, a software protocol and communications package for establishing one's own local network system, and specialized software to expand the local network. (JB)

ED 260 710 IR 011 849

MicroSIFT Courseware Evaluation. [Set 13 (294-319), Set 14 (320-361), with Hardware (HRD) and Subject (SBJ) Indexes to Both Sets.]

Northwest Regional Educational Lab., Portland, Ore.

Pub Date—[Aug 85]

Note—119p; For previous documents in this series, see ED 249 918.

Pub Type—Information Analyses (070) — Reference Materials - Directories/Catalogs (132) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Course Evaluation, *Courseware, *Educational Games, Evaluation Criteria, *Microcomputers

Identifiers—Courseware Evaluation, *MicroSIFT, *Software Reviews

This document consists of 68 microcomputer software package evaluations prepared by MicroSIFT (Microcomputer Software and Information for Teachers) Clearinghouse at the Northwest Regional Education Laboratory. There are 26 packages in set 13 and 42 in set 14. Each software review lists producer, time and place of evaluation, cost, ability level, subject, topic, medium, required hardware and software, preview policy, instructional purposes and techniques, available documentation, instructional objectives and prerequisites, content and structure, estimated student time required, potential uses, major strengths and weaknesses, and additional comments. An evaluation summary rates each package on 21 criteria. The titles in Sets 13 and 14 are as follows: Addition Logician; Anagrams Hispanoamericanos; Circuit Lab; Electronic Study Guide for Trigonometry; Exploring Tables and Graphs—Level 1 and 2; Geoart; Geography Series—New England; La Corrida De Toros; Mission—Algebra; Mots Croisés et Mot Secret; Number Farm; Osmotic Pressure; PLATO French Series; PLATO German Series; PLATO Spanish Series; Poker Parat; Practical Grammar—Complex Sentences—Adjective Clauses; Practical Grammar Part I—Principal Parts of Verbs; Ratio and Proportion; Reading Adventure I; Savoir Ecrire; The Linguist; The Observatory; Trap-A-Zoid; U.S. Geography Quiz; Vocabulary Adventure I; Addition and Subtraction; Addition 6-10, Subtraction 6-10 and Addition and Subtraction 6-10; Andy and the Math-A-Sizer; Bank Street Storybook; Basic Skills Courseware—Third Grade, Fifth Grade, Ninth Grade; Beginning Consonants and Ending Consonants; Buzz, Bang, Harvey; Creature Creator; Dinosaur Days; Early Learning Series—Volume I; English SAT II; Exploring Sorting Routines; Pay-That Math Woman; Foreign Language Series—Latin; Fraction Fun with Fraction Man, Level 1; Greek Mythology; Learning about Numbers; Letters and First Words; Mathematics Life Skills, Volume 1 —Money Manager; Mathematics Word Problems

-Grade 1; Mind Benders A1, A2, and A3; Modern Biology Study Disk; Payroll System-A Business Simulation; Poker List; Practical Algebra-Algebra Word Problems; Practical Geometry Series-Triangles; Preschool Activities for Learning; Purchase Power; Reading Kloor; Santa Fe Trail; Spanish Vocabulary Game; Special Topics in Mathematics-Bases Other Than Ten; Spelling; Spelling Worksheet Generator; Sports Problems III; T. Rex; Voyage of the Mimi-Introduction to Computing; Word Benders-Phrases, A-1; Word Benders-Similarities, C-1; and Wordfinder. (JB)

ED 260 711 IR 051 181
Berger, Patricia W., Ed. Robinson, Barbara M., Ed.

The Role of the Special Library in Networks and Cooperatives. Final Report. Volume 1.
Spons Agency-National Commission on Libraries and Information Science, Washington, D. C.; Special Libraries Association, New York, N.Y.

Pub Date-84

Note-326p.

Pub Type-Information Analyses (070) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Information Networks, *Information Science, Library Associations, *Library Cooperation, *Library Networks, Library Research, Library Role, *Library Services, Library Surveys, Program Descriptions, *Special Libraries, Surveys, Technological Advancement, User Satisfaction (Information)

Identifiers-*Resource Sharing

This report presents the research and findings of the 16-member Task Force on the Role of the Special Library in Nationwide Networks and Cooperative Programs. Four working groups studied the following issues: constituencies; network legislation; benefits, barriers, and constraints to and from special library participation in networks; and the effects of the new and emerging technologies. An executive summary and a discussion of 13 strategic recommendations are provided first, followed by 7 chapters: (1) Characteristics of the Special Library Community; (2) The Task Force's Surveys; (3) NCLIS (National Commission on Libraries and Information Science) and WHCLIS (White House Conference on Library and Information Services) Perceptions of Special Libraries; (4) Networking-A Review of Selected Legislation, Regulations, and Related Issues; (5) Networking Benefits, Barriers, and Constraints from the Special Library Point of View-the Myths and the Realities; (6) New and Emerging Information Technologies-Their Push-Pull Effects on Special Libraries; and (7) Recommendations Implementation Schedule. Appendices include: two NCLIS/SLA (Special Library Association) Task Force survey instruments used in the surveys of SLA, and the networks and bibliographic utilities; six case studies of special library networking; a selected bibliography; a list of the NCLIS/SLA task force membership and a chronology of meetings and additional activities. (THC)

ED 260 712 IR 051 209
Annual Report of the Librarian of Congress, 1984.

For the Fiscal Year Ending September 30, 1984, Library of Congress, Washington, D.C.

Pub Date-85

Note-238p. For the 1983 report, see ED 254 246. Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type-Reports - Descriptive (141) - Books (010)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Annual Reports, Cataloging, Copyrights, *Federal Programs, Information Science, Law Libraries, Library Administration, *Library Services, Library Statistics, *National Libraries, *Program Descriptions, *Research Libraries
Identifiers-Congressional Research Service, Copyright Office, *Library of Congress

Fiscal year activities are summarized for seven organizational areas of the Library of Congress: (1) Administration: Offices of the Librarian and Associate Librarian for Management; (2) National Programs: American Folklife Center, Children's Literature Center, Educational Liaison Office, Exhibits Office, Federal Library Committee, Information Office, National Library Service for the Blind and Physically Handicapped, and Publishing Office; (3) Congressional Research Service: member and committee relations; labor-management relations; interagency activities; inquiry status and informa-

tion systems; automated information services; assignment, reference, and special services; and research services; (4) Processing Services: acquisitions and overseas operations, cataloging, bibliographic products and services, networking, and staff activities; (5) Research Services: administration, acquisitions, management of collections, preservation, services to readers, public programs, publications, staff activities, and basic workload; (6) Law Library: services to Congress, services to government and other noncongressional users, legal indexes and publications, collection development, and personnel; (7) Copyright Office: outreach activities; consultative management; reporting to the U.S. Congress; monitoring intellectual property protection abroad; Semiconductor Chip Protection Act of 1984; workload and production; regulations; and legislative, judicial, and international developments. Also included are an organizational chart; lists of committees, consultants, officers, trust fund board, and library committee members; and information on gifts and bequests. Statistics are presented in 9 of the 15 appendices. (THC)

ED 260 713 IR 051 213
Sawin, Philip Jr., Ed.

Collection Development Policy. Revised.
Wisconsin Univ. - Stout, Menomonie.

Pub Date-Nov 84

Note-92p. For the 1981 edition of this document, see ED 208 886.

Pub Type-Guides - Non-Classroom (055) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Libraries, Evaluation Criteria, Guidelines, Higher Education, Information Needs, Information Storage, *Learning Resources Centers, *Library Acquisition, *Library Collection Development, Library Collections, *Library Material Selection, *Library Planning, *Media Selection, Policy

Identifiers-American Library Association, *University of Wisconsin Stout, Weeding (Library)

This collection development policy paper incorporates guidelines contributed by all university academic departments, as well as by members of the Library Learning Center professional staff. An alphabetical index provides access to major subject areas and subdivisions, which are assigned one of four level designators indicating the depth of coverage to be maintained for that subject. Discussions of the Library Learning Center's objectives, means of implementing the objectives and other aspects of selection, a definition of a preview policy, and a collection review precede guidelines for a wide variety of materials: serials; newspapers; microformats; films, videocassettes, and videocassettes; microcomputer software; gifts; pamphlets; textbooks; theses and dissertations; paperbacks; and reprints of monographs. Appended policy statements for the Educational Materials Center, Reference, and the Area Research Center discuss objectives, scope, types of materials, acquisitions, and evaluation. Appendices also include guidelines for vertical files, collection review, and equipment catalog files. Copies of the American Library Association's Library Bill of Rights, Intellectual Freedom Statement, Statement of Labeling, and the Resolution of Nonremoval of Challenged Library Materials are included in the first appendix. (THC)

ED 260 714 IR 051 214
Evans, John E.

A Feasibility Study for the Development of Fee Based Services in Academic Libraries: Report to the Vice President for Business and Finance, Memphis State University.

Memphis State Univ., Tenn. J. W. Brister Library.

Pub Date-May 84

Note-57p.

Pub Type-Opinion Papers (120) - Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Libraries, Feasibility Studies, *Fees, Higher Education, Information Needs, Information Retrieval, *Information Services, Information Storage, Library Administration, *Library Automation, Library Research, *Library Role, *Library Services, Library Surveys, User Satisfaction (Information)

Identifiers-*Memphis State University TN

This study is designed to illuminate some of the issues, options, and activities related to developing fee based information services at a large academic library, and to suggest the feasibility of developing such services at Memphis State University Librar-

ies. The basis for the study is the realization that libraries, through automation, a changed philosophy about their role, and finance models, can possibly offer some solutions to the problems confronting them by extending and exploiting their information storage and retrieval and generalizing information handling talents. The study comprises three sections: (1) a literature review designed to address the scope and range of current activities at other academic libraries; (2) a survey of representative libraries designed to elicit their descriptions and comments on fee based services; and (3) a summary of conclusions, inferences, and remaining questions appropriate to the topic. Specific methodologies are discussed in the first and second sections. Appendices include the survey instrument, survey results, the survey mailing list, and a bibliography. (Author/THC)

ED 260 715 IR 051 215
Fifth Annual Oswego County Storytelling Contest.

District Liaison's Packet; Librarian's Packet; Checklist for Teachers; 1985 Student Storytelling Handbook.

Oswego County School Library System, Mexico, NY.

Pub Date-[85]

Note-59p. Best copy available.

Pub Type-Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Check Lists, Competition, *Creative Activities, Educational Administration, Elementary Education, *Evaluation Criteria, Extracurricular Activities, Guidelines, Instructional Materials, Objectives, *Orientation Materials, Program Descriptions, *Regional Programs, *Story Telling

Identifiers-*Contests, *Story Telling by Children

This document comprises the materials used in the administration of the fifth annual Oswego County (New York) storytelling contest for students in grades 3-8. The District Liaison's Packet contains copies of all materials used, including contest guidelines; a contest timetable; judging criteria; hints on storytelling; a bibliography; checklists for teachers, librarians, and district liaisons; draft letters to parents and contributors; and report forms A (to report awards needed for classroom and building level competition), B (to report awards needed for district level competition), and C (to report information needed for county level contest printed program and for the facilitation of the competition). The librarians' and teachers' packets contain appropriate materials from the list above. The Student Storytelling Handbook includes a list of contest dates and prizes; basic tips on selecting, learning, and telling the story; and a copy of the criteria to be used in judging the storytelling contest. (THC)

ED 260 716 IR 051 216
Haka, Clifford H. Stevens, Nancy

A Guidebook for Shelf Inventory Procedures in Academic Libraries. Occasional Paper Number 10.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date-Jul 85

Note-49p.

Available from-Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Ave. NW, Washington, DC 20036 (free to ARL members, \$15.00 to all others).

Pub Type-Guides - General (050) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Libraries, *Cost Estimates, Facility Guidelines, *Facility Inventory, Flow Charts, Higher Education, *Library Automation, *Library Technical Processes, Program Costs, Questionnaires, *Research Libraries

Identifiers-*Association of Research Libraries

The increased demand for library materials resulting from improved bibliographic access due to automation, and auditors' demands for more accurate accounting of library assets/holdings, have made it increasingly important that the discrepancy between the catalog and the materials in the stacks be reduced. This paper identifies many of the benefits associated with an extensive shelf inventory project in large academic and research libraries. It also describes how to determine many of the associated costs and provides a set of procedures with flowcharts. Topics covered include: types of inventories;

conducting a pilot inventory; conducting an inventory (developing inventory procedures, in-stack inventories, out-of-stack inventories, search procedures, and record-keeping and statistics); and concluding remarks. Examples from an inventory conducted at the University of Kansas illustrate the procedures, and results of a survey of Association of Research Libraries (ARL) institutions are cited. A selected bibliography concludes the paper. (THC)

ED 260 717 IR 051 217

Nakayama, Kazuhiko

Information Processing Studies in Japan. National Institute for Educational Research Occasional Paper 01/85.

National Inst. for Educational Research, Tokyo (Japan).

Pub Date—Jun 85

Note—36p.; Translated from the Japanese for dissemination among Unesco Member States in Asia and the Pacific.

Pub Type—Information Analyses (070)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *Computer Literacy, *Computer Science Education, *Curriculum Development, Educational Facilities, *Educational Practices, Elementary Secondary Education, Higher Education, Information Processing, *Information Science, *Microcomputers, National Surveys, Professional Education, Teacher Education, Vocational Education

Identifiers—Japan

This report on information processing studies in Japan focuses on the installation and utilization of microcomputers at various educational levels, subject areas, and types of schools. Types of use explored include computer assisted instruction, computer managed instruction, and computer education. A brief description of the Japanese educational system and its current situation is followed by a presentation on how information processing studies are being carried out in schools with respect to form and content. The six-part paper comprises the following sections: (1) Education in Japan; (2) Curricula and Organization of the Teaching Content; (3) Information Processing Studies in Elementary, Lower Secondary, and Upper Secondary Schools; (4) Information Processing Studies in Universities; (5) Information Processing Studies in Special Training Schools; and (6) Information Processing Studies Outside the School. Numerous tables present sample curricula and statistics related to the discussion. (THC)

ED 260 718 IR 051 218

Vora, David, Ed.

Library Skills Workbook: Training for Self-Reliance in Basic Library Use. English 105.

Lehigh County Community Coll., Schnecksville, Pa.

Pub Date—84

Note—56p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, College English, *College Freshmen, Higher Education, Information Needs, *Information Seeking, Library Facilities, Library Guides, *Library Instruction, *Library Materials, *Library Skills, Workbooks

Identifiers—Course Integrated Library Instruction, *Lehigh County Community College PA

This self-directed library skills workbook is designed to acquaint students in basic English courses at Lehigh County Community College with the facilities and resources of the library. All freshmen are required to purchase the workbook as part of their texts for the basic English Skills course. The same textual information is contained in 15 different editions of the workbook, with 50 different multiple choice questions in each. Organization is by type of materials, not area of the library. The workbook begins with a self-paced tour of the library and then provides instruction on the library basics: the card catalog, Library of Congress subject headings and classification systems, periodical indexes, dictionaries (general and specialized), biographical sources, encyclopedias (general and specialized), geographical sources, almanacs and statistical sources, newspaper indexes, additional standard reference tools, and the use of audiovisual materials as a research source. The students must successfully complete the workbook to fulfill the basic English Skills requirement. (Author/THC)

ED 260 719 IR 051 219

McCool, Donna L.

Photocopy Services in ARL Libraries. SPEC Kit 115.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date—Jun 85

Note—116p.; Portions of document contain light print.

Available from—Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 (\$10.00 for ARL library members, \$20.00 for all others).

Pub Type—Collected Works - General (020)—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Libraries, Higher Education, *Library Administration, Library Expenditures, Library Research, *Library Services, Library Surveys, Occupational Information, Policy, Program Descriptions, *Reprography, Research Libraries, Use Studies

Identifiers—*Association of Research Libraries

To gather information about the nature of photocopy services in academic libraries and issues relating to their management, a survey was mailed to each of the 117 members of the Association for Research Libraries (ARL). The survey focused on two components of photocopy services: the self-service copiers placed at strategic locations within the library and the staffed copy centers. A brief summary of the nature, organization, budget, and marketing of copy services, and related issues and trends, is based on responses from 79 ARL libraries. In addition to the summary, the Systems and Procedures Exchange Center (SPEC) kit contains a summary of survey responses; two policy statements (North Carolina State University and Smithsonian Institution); an outline of cost factors (Massachusetts Institute of Technology); nine descriptions of services and price lists (Colorado State University, Emory University, Massachusetts Institute of Technology, Rutgers University, University of California at Berkeley, University of California at San Diego, University of Colorado, University of Rochester, and Washington State University); 17 position descriptions (Brown University, Emory University, Rutgers University, University of Kentucky, University of Manitoba, University of Notre Dame, University of Waterloo, and Washington State University); advertising copy from three libraries (Ohio State University, University of California at Berkeley, and Washington State University); three user surveys (Brown University, Ohio State University, and University of Colorado); and five vendor contracts. (THC)

ED 260 720 IR 051 221

Kaplowitz, Joan

A Pre and Post Test Evaluation of the English 3-Library Instruction Program at UCLA.

Pub Date—Jan 84

Note—15p.; Synopsis of M.L.S. Thesis, University of California at Los Angeles.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, College English, Course Evaluation, Higher Education, *Information Seeking, Library Guides, *Library Instruction, *Library Research, *Library Skills, Statistical Significance, Student Attitudes, Use Studies

Identifiers—*Course Integrated Library Instruction, *University of California Los Angeles

Pre- and posttests were administered to approximately one-third of the students (241) who participated in the University of California at Los Angeles' (UCLA) English 3-Library Instruction Program. The program's effect on the students' library related behavior was evaluated, and changes in library usage, attitudes toward libraries and librarians, and understanding of basic library skills were studied. Statistical analysis of the data indicated that students scored significantly higher on the posttest than on the pretest. This suggests that the program is benefiting the students at UCLA and is an effective way of offering bibliographic instruction to every student enrolled at UCLA. This report, a synopsis of the full report by the same title, includes a description of the UCLA library system and the English 3-Library Instruction Program; a discussion of the methods used to conduct the pre- and posttest evaluation; the results (including three tables showing mean scores for all subjects, upperclassmen

only, and non-participants); and a general discussion of the study. (Author/THC)

ED 260 721 IR 051 222

Boll, John J.

Shelf Browsing, Open Access and Storage Capacity in Research Libraries. Occasional Papers Number 169.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Pub Date—Jun 85

Note—37p.

Available from—Graduate School of Library and Information Science, Publications Office, 249 Armory Building, 505 E. Armory Street, Champaign, IL 61820 (\$3.00 per issue).

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Libraries, Higher Education, History, *Library Administration, *Library Facilities, *Library Materials, *Library Planning, Library Services, *Library Technical Processes, Position Papers, Research Libraries, Space Utilization, Technological Advancement

Identifiers—*Shelving Practices

Shelf browsing demands open access for the browser and a resources arrangement that groups related concepts together and thereby permits retrieving hitherto unknown items by association. Many resources, especially in large academic libraries, are technically open to the public but arranged in a way that prevents shelf browsing according to the definition given. A historical perspective shows how librarians have reacted to ever growing space pressures and includes discussions of electronic publishing and microforms as a space solution, selection criteria for storage, housing and arranging the relegated materials, and degrees of speed of public access. To support the statement that stored resources should be shelved compactly in sized rather than in classed, or shelf-browsable order, three points are developed: (1) an increasing proportion of academic library resources are already shelved in nonshelf-browsable order; (2) for more than a century academic library resources have been arranged according to a sliding scale of speed of public access; and (3) shelf browsing is an excellent retrieval device for a casual search but very unreliable for research purposes. Categories of materials that should remain in classed, shelf-browsable order are then listed. (Author/THC)

ED 260 722 IR 051 223

Van Laar, Evert

The Status of Archives and Records Management Systems and Services in African Member States: A RAMP Study.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

Report No.—PGI-85/WS/3

Pub Date—Jan 85

Note—86p.

Pub Type—Reports - Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Archives, *Developing Nations, *Government Libraries, Information Storage, Library Equipment, *Library Facilities, *Library Services, National Programs, Records (Forms), Reports, Surveys

Identifiers—*Africa, *Records Management

A comprehensive questionnaire was sent to 49 African national archival agencies in April 1982 to survey the needs of African Member States for assistance in the development of archives. This study is based on the 27 (55%) questionnaires that were returned. The participating agencies were grouped into three categories: agencies located in Arab-speaking, Anglophone and Francophone countries. As the Arab-speaking category comprised only two participants, only the Anglophone and Francophone groups are discussed and compared in this report. Following an introduction, the survey results are grouped under six major headings: legislation and regulations, personnel, buildings, storage facilities and equipment, holdings, and operations and services. Individual conclusions and recommendations are then drawn for each of the subject areas. A tabulation of individual participants' responses conclude the report. A list of participants and a copy of the survey instrument are appended. (THC)

ED 260 723 IR 051 224

Kincaid, J. Peter. And Others.
Word Lists to Simplify Vocabulary of Technical Information. Final Report.
Naval Training Equipment Center, Orlando, Fla.
Report No.—TAEO-TR-164
Pub Date—Feb 85

Note—176p; For a report on the computer readability editing system, see ED 205 211.

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Computer Oriented Programs, Editing, "Information Processing, "Instructional Materials, Material Development, Military Personnel, "Readability, "Scientific and Technical Information, Technical Education, "Word Lists

This report describes eight word lists developed for use as part of the computer readability editing system (CRES), which was developed to serve as an author's aid in improving the ease of comprehending Navy technical manuals and training materials. The system has features which flag uncommon and misspelled words and long sentences, suggest simple replacements for difficult words and phrases, and calculate the readability grade level. This report briefly describes the development of the word lists and their intended use. Lists of references are followed by the appended word lists, which make up the major part of this document. The first list is a revision of the original CRES common word list (approximately 4,000 words), and the remaining lists are intended for use in the following technical fields: (1) general electronics; (2) propulsion engineering; (3) administration and clerical; (4) communications and navigation; (5) weapon systems control; (6) ships' mechanical and electrical; and (7) aircraft equipment. (THC)

ED 260 724 IR 051 225

Schwarz, Stephan Winkel, Annette
Background Study and Proposals for Development of Information Provision in Science and Technology in Ethiopia. Stockholm Papers in Library and Information Science.

Royal Inst. of Tech., Stockholm (Sweden). Library.
Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No.—TRITA-LIB-1124

Pub Date—May 84

Note—41p; Report from a mission to Ethiopia, April 2-14, 1984. Also sponsored by the Ethiopian Science and Technology Commission. For related documents, see IR 051 226-227.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Libraries, "Developing Nations, Higher Education, Information Dissemination, "Information Needs, Information Retrieval, "Information Services, Library Collection Development, "Library Cooperation, Library Networks, Library Planning, Microcomputers, Regional Planning, "Research and Development, "Scientific and Technical Information

Identifiers—Ethiopia

Provision of information for research and development in science and technology in Ethiopia was studied by 50 participants in a seminar on evaluation and analysis of a national information policy and plan. Policy makers and planners, users, producers and suppliers of information, information specialists, and representatives of Unesco (United Nations Educational, Scientific and Cultural Organization) and SAREC (Swedish Agency for Research Cooperation with Developing Countries), worked together to: assess the size and structure of the user community for scientific and technical literature on the postsecondary education and research and development level; review the present system for information provision in science and technology at this level; and propose measures for improvement of this information provision. Following a general discussion of these objectives and an examination of the Addis Ababa University system of information provision, a number of suggestions are presented which include: organizational rationalizations; the potential use of microcomputers for certain operations; facilities and agreements for more effective sharing of locally available resources; development of a National Science and Technology Information and Documentation Center at ESTC (Ethiopian Science and Technology Commission); a bilateral cooperation program for computerized information retrieval and back-up of photocopies for documents not locally available; and a component of literature provision for undergraduate studies in science and technology. (THC)

formation retrieval and back-up of photocopies for documents not locally available; and a component of literature provision for undergraduate studies in science and technology. (THC)

ED 260 725 IR 051 226

Winkel, Annette Schwarz, Stephan
A Model for S&T Information Provision to Small R&D Systems in Developing Countries with Case Studies in Ethiopia and Tanzania. Stockholm Papers in Library and Information Science.
Royal Inst. of Tech., Stockholm (Sweden). Library.
Report No.—TRITA-LIB-1134

Pub Date—Aug 84

Note—16p; For related documents, see IR 051 225-227.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, "Developing Nations, Higher Education, "Information Dissemination, Information Retrieval, Information Services, "Information Systems, International Organizations, Library Cooperation, Models, Program Descriptions, Public Agencies, "Research and Development, "Scientific and Technical Information

Identifiers—Ethiopia, Tanzania

By carefully considering the special characteristics of two small African scientific and technical (S&T) information systems for research and development (R&D), this report defines a simple and straightforward model which can be easily implemented in similar situations with a minimum of external support. The model is designed to build up a local (I&D) competency and to broaden the interface between local R&D activities in Africa and international advances. Following an introduction, the report is divided into five sections: (1) General Problems of Information Provision in Small Systems; (2) The User Community for Science and Technology Information; (3) Science and Technology Information Provision: Present Sources and Organization; (4) Proposals for Strengthening Scientific and Technical Information Provision; and (5) Strategic Issues. A four-item bibliography is included. (THC)

ED 260 726 IR 051 227

Schwarz, Stephan Winkel, Annette
Support for a National Research Information Service in Tanzania. Stockholm Papers in Library and Information Science.

Royal Inst. of Tech., Stockholm (Sweden). Library.
Report No.—TRITA-LIB-1126

Pub Date—Jun 84

Note—18p; Report from a visit to Dar es Salaam, April 16-19, 1984. For related documents, see IR 051 225-227.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, "Developing Nations, Higher Education, "Information Dissemination, Information Services, "Information Systems, National Programs, Planning, Public Libraries, "Research and Development, Research Libraries, "Scientific and Technical Information

Identifiers—Tanzania

This report briefly reviews the current situation in Tanzania with respect to scientific and technical (S&T) information provision at the research and development (R&D) level, and formulates proposals to revitalize a workable situation for the R&D community. A presentation of the objectives of a mission to Dar es Salaam is followed by a discussion of TAN-RIS (Tanzania National Research Information Service) and its 1977 mandate in scientific and technical provision. A section on "Sources of Information Provision: The User Community" focuses on the University Library of Dar es Salaam, its faculties of engineering and science, information needs at the undergraduate level, and the public library sector. Finally, a series of proposals for strengthening scientific and technical information provision in Tanzania are outlined, including: a textbook provision program should be set up; continuity of approximately 300 journals in S&T in the University Library of Dar es Salaam should be secured; continuity of the most important abstract and index journals should be secured; and a current awareness service should be established as a bilateral project with Scandinavian libraries of technology, and the service should be offered to all on-going R&D projects in S&T. Nine references are included. (THC)

ED 260 727 IR 051 229

Norman, O. Gene
Marketing the Health Sciences Library.
Pub Date—18 Mar 85

Note—10p; Paper presented at the Annual Meeting of the Indiana Health Science Librarians Association (Fort Wayne, IN, March 18, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (130)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Guidelines, Information Needs, Information Seeking, Information Sources, "Library Administration, Library Materials, "Library Services, "Marketing, "Medical Libraries, Needs Assessment, Program Design, "Special Libraries

The basic activities of marketing are discussed, including gathering information and determining needs, designing a program around the elements of the marketing mix, and managing the marketing program. Following a general discussion, applications of the marketing concepts to a health sciences library are described. The administrator of the health service library is targeted for the marketing effort with examples and illustrations directed toward that individual. It is concluded that marketing can be a useful tool for health science librarians if they plan their program carefully and if the librarian and staff support the marketing concept. Nine references are included. (Author/THC)

ED 260 728 IR 051 230

Horne, Susan H. And Others
Redundancy Checking Thesaurus. Improved Systems for Managing the Control of Paperwork.
National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Apr 79

Contract—HEW-100-77-0117

Note—343p; For related document, see IR 051 231.

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC14 Plus Postage.
Descriptors—"Classification, Data Collection, "Educational Resources, Higher Education, Information Retrieval, "Information Systems, "Subject Index Terms, Thesauri, "Vocabulary Development

Identifiers—Records Management

This document contains classification schedules and a thesaurus of terms for describing federal data collection activities for education. The terms in the classification schedules are grouped and classified hierarchically into 12 major categories: people; students; employees; organizations; education organization functions; public administration functions; federal education assistance programs; organization finances; physical resources; outcomes of education; time periods; and educational subject matter. The schedules serve four functions: (1) they provide a conceptual framework for describing and classifying education terminology and education data collection; (2) they provide terms used to describe survey instruments; (3) they provide the language used to formulate queries for retrieving information from the Redundancy Checking System database; and (4) they provide the classification structure for the glossary. A guide to the correct and consistent usage of classification schedule terms, the thesaurus will be used primarily by those indexing survey instruments for the Redundancy Checking database and those formulating queries at the retrieval stage of the Redundancy Checking System. The thesaurus lists both controlled vocabulary terms and lead-in terms—words and phrases that might occur in survey instruments. All terms are listed alphabetically. An overview, description, and recommendations for use and update are provided for both the classification schedules and the thesaurus. (THC)

ED 260 729 IR 051 231

Hurley, Jeanne S. And Others
Thesaurus/Glossary System. User's Guide. Improved Systems for Managing the Control of Paperwork.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date—Apr 79

Contract—HEW-100-77-0117

Note—681p; For related document, see IR 051 230.

Pub Type—Guides - General (050) — Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF04/PC28 Plus Postage.

Descriptors—*Classification, *Computer Oriented Programs, Data Collection, *Educational Resources, Guidelines, Higher Education, *Information Processing, Information Retrieval, *Information Systems, Program Descriptions, Subject Index Terms, Thesauri, *Vocabulary Development

Identifiers—*Records Management

Intended primarily for the use of NCES (National Center for Education Statistics) staff, this document contains installation-specific information for the Thesaurus/Glossary computer system as installed at the HEW (Health, Education and Welfare) Data Management Center. The first of three sections provides an overview of system objectives, terminology usage, system concept, implementation, classification schedules update, thesaurus update, adding new source term occurrences, source term update, definition update, report printing, and additional references. The second section provides practical information on how to update the classification schedules, thesaurus, source term file, and definitions; how to add new source term occurrences; how to protect the data base; and how to print formal reports. The final section covers system maintenance including updates, source term edit and entry, and the various print indices and reports. Appendices provide sample reports, transaction formats, error messages, procedure listings, Mark IV file names and tables, transaction definition index, file definitions/transaction definitions, request groups, and source codes. (THC)

ED 260 730

IR 051 236

Crowe, William J. *And Others*

American Fiction, 1901-1925: Collection Strengthening and Creation of a National Bibliographic Record. Final Technical Report.

Ohio State Univ., Columbus. Libraries.

Spons Agency—Office of Libraries and Learning Technologies (ED), Washington, DC.

Pub Date—Jun 85

Grant—G008301285

Note—51p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Libraries, Bibliographies, Databases, *Fiction, Higher Education, Library Acquisition, Library Catalogs, *Library Collection Development, Library Collections, Library Planning, Program Descriptions, Union Catalogs, *United States Literature

Identifiers—*OCLC, *Ohio State University

This final report of the American Fiction Project (AFP) describes two years of work during which AFP met its goals of: strengthening the Ohio State University Libraries (OSUL) collection of American fiction, 1901-1925; establishing a comprehensive bibliographic file of fiction of the period; and improving national bibliographic access to these materials. AFP's goals in the area of bibliographic control included: inspecting all volumes identified in OSUL's general collections as potentially falling within project scope and integrating them with already identified items in OSUL's Division of Special Collections; systematically reviewing a broad range of bibliographic tools to enrich an already established card file of fiction of the period and to identify titles not held by OSUL; and locating and purchasing titles not held. During the grant period, AFP cataloged on the Online Computer Library Center (OCLC) database all titles acquired with project funds (4,500 books) and recataloged approximately 1,500 titles already owned by OSUL. Following a summary report, this document comprises the following sections: Introduction; Background of the American Fiction Project; The William Charvat American Fiction Collection; Rationale for a Bibliographic Data Base of American Fiction, 1901-1925; General Organization and Administration; Applications and Accomplishments—Bibliography; Research Potential; and Future Work. Appendices include a summary of major activities and numerous examples of catalog records. A selected list of sources consulted is included. (THC)

ED 260 731

IR 051 237

Cataloging Manual for Nonbook Materials. RS

85-7795.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Pub Date—May 85

Note—45p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Card Catalogs, *Cataloging, Elementary Secondary Education, Guidelines, *Instructional Materials, *Library Materials, Library Technical Processes, *Nonprint Media, *School Libraries, State Programs

Identifiers—*Catalog Cards, *Hawaii

This revised edition of the cataloging manual for nonbook materials is to be used by school librarians as a resource in developing and maintaining an expanding collection of nonbook materials. Entries in the document are based on the second edition of "Anglo-American Cataloging Rules" (AACR2), and on "Guidelines for Using AACR2 Chapter 9 for Cataloging Microcomputer Software" (1984). Consistency with the American Library Association (ALA) rules and guidelines ensures compatibility with other state and national databases for future networking potential. The introduction of this document includes a definition of nonbook materials, information on classification, elements included on the catalog card and their arrangement, suggestions for processing, and definitions of nonbook formats. Individual sections for each of 20 nonbook formats cover definition; entry; publication and distribution; physical description; series statement; educational level; notes; and suggestions for processing. Formats covered are: activity cards, art prints, charts, dioramas, filmstrips, flash cards, games, globes, kits, machine readable data files, maps, microforms, models, motion pictures, realia, slides, sound recordings, study prints, transparencies, and videocordings. (THC)

ED 260 732

IR 051 238

Libbey, Maurice C. *Ed.*

Education for Technical Services.

Illinois State Library, Springfield.

Pub Date—May 85

Note—72p.

Journal Clt—Illinois Libraries; v67 n5 May 1985

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cataloging, Higher Education, Information Scientists, *Librarians, Library Acquisition, *Library Administration, Library Automation, *Library Education, *Library Technical Processes, *Professional Continuing Education, Professional Development, Serials

Identifiers—*Illinois

The 20 articles in this issue of Illinois Libraries were written by practicing technical services librarians, library educators, and former librarians now involved in commercial enterprise. The articles are: (1) "The Development of Library Education in Illinois" (Anne V. J. Wendler); (2) "Financial Management in Acquisitions: Things They Never Told Me in Library School" (Donna M. Goehner); (3) "Every Day is an Education: Formal Continuing Education for Acquisitions" (Karen A. Schmidt); (4) "The Making of the Adaptable Cataloger" (Lois M. Pausch and Robert H. Burger); (5) "Education for Cataloging: An Open Entry" (Eloise M. Von-drucka); (6) "Current Awareness for Catalogers: Sources for Informal Continuing Education" (James W. Williams); (7) "The Adequacy of Library School Education for Serials Librarianship: A Survey" (Diane Stine); (8) "Formal Continuing Education for Serials" (Elaine K. Rast); (9) "Informal Continuing Education for Serials: Keeping Up with the Journal Literature" (Susan Matson); (10) "Technical Services Education for School Media Specialists" (Blanche Woolly); (11) "Library/Media Specialist Education: Planning for 2000 and Beyond" (Gene Scholes); (12) "Computers and Libraries: The Response of Library Education" (F. W. Lancaster); (13) "Continuing Education for Automation Librarians: Current Issues and Practice" (Marie J. Gorecki); (14) "OCLC and the Continuing Education Program in Illinois" (Jean Wilkins); (15) "Implementation of the Innovaco Acquisition System" (Douglas A. DeLong); (16) "Staffing Technical Services: Expectations vs. Realities" (Brian Alley); (17) "Education for the Technical Services Manager" (Doris R. Brown); (18) "Educating the Librarian Manager" (Patricia F. Stenstrom); (19) "Educating a Publisher" (Patricia Glass Schuman); and (20) "Viewing the MLS from the Vendor's Perspective" (Rebecca T. Lenzini). Bibliographies are included. (THC)

ED 260 733

IR 051 239

Ferguson, Douglas K. Pollock, Kathleen Treh

The Library and Information Resources for the Northwest Program: A First Year Report. April 1984-March 1985.

Fred Meyer Charitable Trust, Portland, OR.

Pub Date—Jun 85

Note—12p.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Databases, *Information Dissemination, Information Networks, Information Retrieval, Libraries, Library Circulation, *Library Collection Development, Library Collections, *Library Cooperation, Library Extension, *Library Planning, *Library Services, Regional Planning, *Regional Programs, Trusts (Financial)

Identifiers—United States (Northwest)

This report summarizes the first year activities of the Library and Information Resources for the Northwest (LIRN) Program of the Fred Meyer Charitable Trust. LIRN is one of three regional programs of the Trust and is active in the states of Alaska, Idaho, Montana, Oregon, and Washington. The LIRN Program is aimed at making needed information more readily available by strengthening the capacity of libraries to collect and deliver that information through coordinated efforts. The three components of the program's overall strategy are: improving the management of collection building and coordination by supporting a regional assessment and database that shows the location and level of subject collections in American Pacific Northwest libraries; assisting with cooperative collection development and sharing agreements that selectively coordinate collection growth and strengthen the combined subject resources in the region; and demonstrating innovative approaches that will result in more rapid delivery of documents and forms of information between libraries and to the users of libraries. This first year report includes an introduction; background on the Fred Meyer Charitable Trust; a description of the LIRN program; a summary of the first year activities; accomplishments in collection development and information delivery; and a brief concluding statement. Twenty references are included. (THC)

ED 260 734

IR 051 240

Mississippi School Library Media Programs: A

Guide for Management. A Competency Based

Handbook for Certified Library Media Specialists, Administrators, and Evaluators.

Mississippi State Dept. of Education, Jackson.

Pub Date—85

Note—113p.; For related document, see ED 249 992.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Elementary Secondary Education, Guidelines, Learning Resources Centers, Library Acquisition, *Library Administration, *Library Facilities, *Library Materials, *Library Planning, Library Role, Library Standards, Media Specialists, *Minimum Competencies, Performance, *School Libraries, State Programs

Identifiers—*Mississippi

This new publication, which replaces A Primer for Mississippi School Librarians published in 1967, is designed for use in planning, implementing, and evaluating school library media programs. For the administrator, there are competencies which must be met to develop the library media program as an integral part of the total instructional program. Information on the interactive roles of the library media specialist, teachers, and the administrator as well as materials on personnel, budget, space, materials, and equipment will also be of interest to administrators. The above mentioned materials will be useful for library media specialists as will the specific competencies outlined in the areas of the total library media program, materials and equipment selection, purchasing, organization, and assistance to students and teachers. The handbook delineates Mississippi's standards for school library media programs and provides school personnel and evaluators with a tool to measure the effectiveness of school library media programs. In addition to the 25 specific competencies, there are chapters on district-level media services and the role of the State Department of Education. A bibliography and a performance assessment instrument are included. (THC)

ED 260 735 IR 051 241

Silvester, June P. And Others

An Operational System for Subject Switching between Controlled Vocabularies: A Computational Linguistics Approach.

Planning Research Corp., McLean, Va.

Spons Agency—National Aeronautics and Space Administration, Washington, DC. Scientific and Technical Information Branch.

Report No.—NASA-CR-3838

Pub Date—Oct 84

Contract—NASW-3330

Note—105p.

Pub Type—Reference Materials - Vocabularies/Classifications (134) — Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Computational Linguistics, Information Science, *Information Systems, *Language Processing, Linguistic Theory, Program Descriptions, Programming Languages, *Scientific and Technical Information, Structural Analysis (Linguistics), *Subject Index Terms, *Vocabulary Development

This report describes a new automated process that pioneers full-scale operational use of subject switching by the NASA (National Aeronautics and Space Administration) Scientific and Technical Information (STI) Facility. The subject switching process routinely translates machine-readable subject terms from one controlled vocabulary into the equivalent terms of another controlled vocabulary using a system called the NASA Lexical Dictionary (NLD). This report also describes the NLD, discusses how to build a lexical dictionary system, details the resources needed, and explains how to maintain the system after it is built. A description of the NASA STI Facility's experiences with their first input vocabulary, that of the Defense Technical Information Center (DTIC), is included. Following a preface and executive summary, this report is divided into seven sections: (1) introduction (purpose, significance, definition of the NASA Lexical Dictionary, scope of NLD, preliminary results, presentation, and project personnel); (2) system description; (3) history; (4) procedures for building a lexical dictionary; (5) data file maintenance; (6) results and conclusions; and (7) summary. A glossary, two appendices, and references are included. (THC)

ED 260 736 IR 051 243

Young, William F.

Reference Service Policy Statement.

State Univ. of New York, Albany. Univ. Libraries.

Pub Date—85

Note—14p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Guidelines, Higher Education, *Library Planning, *Library Services, Position Papers, *Reference Materials, *Reference Services, Research Libraries

Identifiers—*State University of New York Albany

This reference service policy manual provides general guidelines to encourage reference service of the highest possible quality and to insure uniform practice. The policy refers only to reference service in the University Libraries and is intended for use in conjunction with other policies and procedures issued by the Reference Services Division. The policy includes sections on: goals of reference service; the reference collection (Ready Reference, "reserve" reference materials, and circulation of reference materials); services provided at the reference desk; level and quality of reference service; ethics of reference service; service priorities; and other responsibilities of reference librarians. (THC)

ED 260 737 IR 051 244

The School Librarian's Workbook Book. A Guide to Cooperating with Public Libraries; The Public Librarian's Workbook Book. A Guide to Cooperating with School Libraries.

Virginia State Library, Richmond.

Pub Date—84

Note—39p.

Pub Type—Guides - General (050) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children's Literature, Elementary Secondary Education, Guidelines, *Instructional Materials, Librarians, *Library Cooperation, Li-

brary Materials, Library Planning, Library Role, *Library Services, Program Descriptions, *Public Libraries, *School Libraries

Identifiers—*Resource Sharing, Virginia

This booklet, with a physical workout "get-in-shape" theme, is intended to stimulate cooperation between public and school libraries in providing services to elementary and secondary level students. The potential benefits of cooperation are cited, including sharing ideas and materials; reaching a wider audience by sharing publicity for activities; saving time and effort by sharing planning responsibilities; saving money by sharing expensive resources; creating a positive image of librarians working together; and increasing community awareness and perhaps translating that awareness into greater support at budget time. Following a brief discussion of benefits and possible hurdles, the workbook book suggests 20 specific programs (10 for public librarians and 10 for school librarians) that have been successfully tested by the librarians who submitted them. These activities include: a survey of ten interests; a videotape to promote interest in a summer reading program; introducing parents and teachers to books suitable for reading aloud; a library tour to introduce a school library club to the organization and functions of a public library; an introduction for middle and junior high students to folktales and storytelling skills; and a public library breakfast for school librarians and supervisors. (THC)

JC

ED 260 738 JC 850 270

Peterson, Debra

Los Angeles Harbor College Ford Foundation

Transfer Report, 1983-84. Interim Report.

Los Angeles Harbor Coll., Wilmington, Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—[84]

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), *College Transfer Students, Community Colleges, *Intercollegiate Cooperation, Minority Groups, Program Descriptions, Student Personnel Services, Student Recruitment, *Transfer Programs, Two Year Colleges, Two Year College Students

Identifiers—Urban Transfer Opportunities Program

In 1983, Los Angeles Harbor College designed a program to improve the rate of student transfer to four-year colleges and universities. From the onset of the project, the goals were to: (1) increase the number of transfers; (2) increase the number of minority student transfers; (3) improve articulation and outreach efforts; and (4) incorporate activities involving student transfers with "Project Asset." To meet these objectives, project staff initiated activities to identify a transfer pool and to provide group academic advising for transfer students; undertook a pilot mail registration project; developed a directory of transfer students for four-year institutions; and involved university counselors in helping students prepare for transfer. In addition, scholarship activities were conducted, and work was started on a computerized transfer information project with the University of California at Irvine. Appendices include materials for student participants, a checklist for transfer students, and a survey instrument. (EJV)

ED 260 739 JC 850 273

Polowczyk, Carl

Bronx Community College Urban Community College Transfer Opportunities Program: Ford Foundation Report.

Bronx Community Coll., N.Y.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—30 May 84

Note—43p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Advising, Articulation (Education), *College Transfer Students, Community Colleges, Higher Education, Program Descriptions, *School Holding Power, *Student Personnel Services, *Transfer Programs, Two Year Colleges

Identifiers—Urban Transfer Opportunities Program

In 1983, Bronx Community College initiated a

project to increase the transfer possibilities of its students through activities focusing on increased retention and graduation rates, increased transfers to four-year colleges, and improved services to transfer students. The project's first objective, improving student information services, was met by the production of an electronic version of the student handbook and the installation of an on-line System for Interactive Guidance and Information. The second objective, redesigning and strengthening transfer advisement and liaison systems, was addressed through the activities of the newly created position of transfer officer. The third objective, strengthening the academic program, was met through block programming of students, adding faculty to the STARS (Strategies for Teaching And Reinforcing Skills) program, experimenting with computerized videotapes, and strengthening the English Department's writing program. All activities have been institutionalized. The bulk of the document consists of appended reports for each of the component activities. (EJV)

ED 260 740 JC 850 278

Putting It All Together: A Minority Transition

Program.

Sacramento City Coll., Calif.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—[84]

Note—33p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Articulation (Education), College School Cooperation, *College Transfer Students, Community Colleges, Educational Counseling, Intercollegiate Cooperation, *Minority Groups, Student Personnel Services, *Transfer Programs, Two Year Colleges, Two Year College Students

Identifiers—Urban Transfer Opportunities Program

Sacramento City College (SCC) created a transfer

opportunity program to implement joint activities

with four-year colleges and high schools, establish

an academic skills program for potential minority

transfers, improve telecommunications with local

four-year institutions, expand its existing junior

high school program, and continue its formalized

articulation project with the Sacramento City Unified

School District (SCUSD). The objectives of the

program were to: (1) identify 100 "non-traditional"

students with transfer potential; (2) assess the students'

academic ability; (3) develop individual plans to

define, implement, and refine the students' educational

goals; (4) provide in-depth counseling, support,

and information to facilitate the transfer process;

and (5) evaluate the transfer success of these

students as compared to a matched group that did

not participate in the program. This project report

describes the activities undertaken by SCC to

achieve the project goals; looks at ways the project

differed from the original proposal; and highlights

additional activities, such as SCC's junior high

school program through which students visit the

campus. Appendices provide an evaluation instrument

used to solicit reactions from program participants,

evaluation findings, and a year-end report from

the SCUSD/SCC Articulation Council. (EJV)

ED 260 741 JC 850 449

Parnell, Dale

The High School/Community College Connection.

Pub Date—Oct 85

Note—16p.; Paper presented at a Symposium of the

Cooperative for the Advancement of Community-

Based Postsecondary Education (COMBASE)

(Denver, CO, September 30-October 2, 1985).

Pub Type—Speeches/Meeting Papers (150) —

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *College School Cooperation, *Community Colleges, Cooperative Programs, Coordination, Employment

Patterns, *High Schools, High School Students,

*Relevance (Education), *Technical Education,

Two Year Colleges

Communication between secondary schools and

community, technical, and junior colleges regarding

entrance/exit requirements, preparation, degree

requirements, etc., is needed to help students succeed

in their postsecondary educational goals. Recent

education reform reports have emphasized the need

for more substance and structure in the high school

program—a need which is evidenced by the facts

that: (1) high school dropouts are returning to

school at the community college level; (2) nearly

two-thirds of high school dropouts come from the

general education program; (3) the 20 fastest growing occupations prefer job applicants to have post-secondary education and training; and (4) American business and industry spends \$30 million a year on the education and training of 11 million employees. To deal with the problem of unfocused learning and encourage a greater degree of connectedness between the classroom and "real life," a four-year tech-prep/associate degree program could be developed. These articulated programs would begin in the junior year of high school and continue through an associate degree program. Such programs would address a number of the problems threatening educational excellence today, including lack of curricular coordination between high schools and two-year colleges; lack of continuity in learning; and poor high school preparation for college. The challenge for educators today is to develop a coordinated curriculum that provides more substance and structure in the educational program to develop the human resources that support the strength and vitality of the nation. (EJV)

ED 260 742 JC 850 450

Skeadas, Gus J.

Financial Reporting Practices in Illinois Public Community Colleges.

Lincoln Land Community Coll., Springfield, Ill.

Pub Date—Aug 84

Note—19p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Compliance (Legal), *Educational Finance, Educational Legislation, Educational Policy, *Financial Policy, Two Year Colleges

Identifiers—*Illinois

A study was conducted to determine how well Illinois' 38 community college districts satisfied the needs of board members, creditors, investors, and tax payers for financial information. A list of 38 financial reporting requirements was developed from the requirements of the Illinois Community College Board (ICCB) and guidelines from the Audits of State and Local Government Units, Audits of Colleges and Universities, College and University Business Administration, and National Council on Government Accounting. These requirements were compared with copies of Fiscal Year 1983 audit reports from the 38 districts. The study found: (1) total compliance among the colleges was found for the requirements related to assessment of the fairness of financial statements, unqualified opinion on the auditor's scope, inclusion of three mandatory financial statements, inclusion of the basis of accounting, the use of fund accounting, the inclusion of a schedule or note on long-term debt, and the avoidance of recording depreciation as an expense; (2) there was a significant lack of compliance with certain of the ICCB requirements (e.g., audit confirmation of all ICCB grants and audit deadlines); and (3) none of the districts made any attempt to measure their efficiency. (EJV)

ED 260 743 JC 850 451

Borremans, Robert T.

A Needs Assessment of Entry-Level Competencies for Modification of an Auto Body Repair Curriculum.

Pub Date—7 Feb 85

Note—98p.; Ed.D. Practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Auto Body Repairers, *Community Colleges, Community Surveys, *Curriculum Development, Educational Needs, *Employer Attitudes, *Job Skills, Needs Assessment, Questionnaires, Two Year Colleges, Vocational Education

Identifiers—Blackhawk Technical Institute WI

A needs assessment was conducted to determine job tasks relevant for entry-level auto body repairers as a basis for updating the Auto Body Program at Blackhawk Technical Institute (BTI). A survey was mailed to 86 local auto body shops, asking employers to rank 149 tasks in 11 duty areas in terms of importance and frequency performed. Study findings, based on a 37% response rate, revealed the following: (1) entry-level personnel were mainly involved in the repair and refinishing of auto body parts; (2) tasks within the duty areas of "handtools," "painting," "straightening," and "major body parts" accounted for 80% of the tasks rated as most important; (3) tasks related to the repair or replacement

of auto components or systems were among the lowest rated; (4) the data confirmed the importance of general education to an auto body curriculum; (5) the single task rated as the most important and most frequently performed was from the duty area, "establish rapport with co-workers and customers." Based on study results, curriculum modifications were recommended with respect to content, sequence, and general education components. A literature review and the questionnaire are included. (LAL)

ED 260 744 JC 850 452

Hollins, Carol S.

Know the Facts; Volume II, Issues 83-14 thru 84-8. John Tyler Community Coll., Chester, VA. Office of Institutional Research.

Pub Date—84

Note—58p.; Document printed on colored paper.

For a related document, see JC 850 454.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Colleges, Educational Planning, *Educational Trends, *Enrollment Trends, Grades (Scholastic), Institutional Characteristics, Institutional Research, Research Reports, Space Utilization, *Student Attrition, Student Characteristics, Two Year Colleges, *Two Year College Students, Withdrawal (Education)

This compilation of research briefs about John Tyler Community College (JTCC) is designed to aid managers, promote staff development, and inform key persons external to the college of trends at JTCC. The 14 reports included in the compilation are: (1) A Three Year Comparison of Annual Full-time Equivalent (FTES) Enrollment and Annual Unduplicated Credit Student Headcount, 1980-81, 81-82, and 82-83; (2) "Where Have All the Students Gone?" A Pilot Study of Student Attrition at John Tyler Community College; (3) JTCC's Current Unduplicated Curriculum Headcount and Comparable Enrollment Five Years Ago, 1977-78 and 1982-83; (4) High School Graduates Who Enroll at JTCC: Are We Getting Our "Fair Share"?; (5) The Revolving Door at John Tyler Community College: Student Attrition Revisited, 1982-83; (6) "How Do We Stack Up?" A Profile of JTCC's Student Body in Relation to the Other Virginia Community College System Institutions; (7) A Comparison of JTCC's Fall Grade Distributions, 1982 and 1983; (8) 1983 Graduate Follow-Up Study; (9) Roots: Where Our Students Come From; (10) Comparison of JTCC's Student Enrollment by Quarter, 1982-83 & 1983-84; (11) JTCC Per Capita Enrollment, Fall Quarter 1978, 1980, and 1983; (12) The Class of 1984, (a 3-year comparison of degrees conferred); (13) Summer Quarter 1983 and 1984 Comparisons; and (14) Space Utilization. (LAL)

ED 260 745 JC 850 454

Hollins, Carol S.

Why They Don't Come Back: A Study of Non-Returning Students at John Tyler Community College, Winter 1985 to Spring 1985.

John Tyler Community Coll., Chester, VA. Office of Institutional Research.

Pub Date—Jul 85

Note—54p.; For a related document, see JC 850 452.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Dropouts, *Enrollment Influences, Full Time Students, *Participant Satisfaction, Part Time Students, Questionnaires, School Surveys, Student Educational Objectives, Two Year Colleges, *Two Year College Students, Withdrawal (Education)

In spring 1985, a study was conducted at John Tyler Community College (JTCC) to gather information from former students who were enrolled in winter 1985, but did not return in spring 1985. The study focused on students' primary goal for enrolling, whether that goal was achieved, reasons for withdrawal, current occupations, and plans for returning to JTCC. In addition to the 150 full-time students who dropped out between winter and spring 1985, 263 non-returning part-time students were also surveyed. Study findings, based on a 42% response rate, included the following: (1) proportionately, males tended to drop out at a higher rate than females; (2) a much greater proportion of black full-time students dropped out compared to their representation in the population; (3) Electronics,

Data Processing, Management, Business Administration, Human Services, and pending curriculum were the areas with the largest percentage of full-time dropouts; (4) full-time students tended to give "pursuit of a degree, certificate, or diploma" as their educational goal, while part-time students cited "taking one or more job-related courses"; (5) 70% of the respondents were working at the time of the survey; and (6) 77% of the former students planned to return to JTCC. Recommendations were developed based on study findings for reducing student attrition. Former student comments and the questionnaire are included. (Author/AYC)

ED 260 746 JC 850 458

Kester, Donald L. Richart, Victoria

Why Has This Comprehensive Evaluation System Been So Successful for So Long (Eight Years)? Here Is a Retrospective Attempt to Explain the Uncommon, Long Run Success of the Evaluation System for the One-to-Two-Million-Dollars-a-Year Handicap Program in the Nine Colleges of the Los Angeles Community College District (as Begun in Fiscal Year 1977-78).

Los Angeles Community Coll. District, Calif.; Los Angeles County Office of Education, Downey, CA

Pub Date—[85]

Note—60p.; Document includes abstracts for three related documents: ED 148 451, ED 224 508, and ED 247 977.

Pub Type—Opinion Papers (120) - Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*College Environment, Community Colleges, Disabilities, Evaluation Methods, Force Field Analysis, Institutional Characteristics, *Multicampus Districts, *Program Effectiveness, *Program Evaluation, Program Implementation, *Special Education, Two Year Colleges

Reasons for the long-range success of the Los Angeles Community College District's evaluation system for its handicap program are explored in this report, using a force field analysis of facilitating and restraining factors. First, introductory material cites previous reports exploring various aspects of the evaluation system. Next, the following five major predisposing factors are analyzed as reasons for the success of the evaluation system: (1) the program's evaluation system was seen as "invented here by us, the major players," i.e., by the district administrator and each of the nine campus coordinators; (2) there was an adequate level of trust between all the major players; (3) there existed at least three supportive organizational factors (i.e., special funding that required accountability, a manageable span of control, and line authority on the part of the 10 program managers); (4) the nine different forms of resistance to innovation were overcome; and (5) there was a readiness for innovation. Each of these factors is discussed in terms of the results of the force field analysis and with reference to relevant literature on the implementation of innovations in general and program evaluations in particular. Appendices provide additional material on the force field analysis, the comprehensive evaluation services within the district, an outline of conditions related to readiness for change by cluster, and a three-page bibliography. (LAL)

ED 260 747 JC 850 459

Brooks, Walter L. And Others

Using Student Performance in Planning.

Arce-Brooks Consultants, Sacramento, CA.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jun 84

Note—200p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Academic Achievement, *College Planning, Community Colleges, *Data Collection, Followup Studies, Outcomes of Education, *Program Effectiveness, Program Evaluation, Two Year Colleges, *Vocational Followup

Identifiers—*California, *Vocational Education Data System

A study was undertaken to improve the quality of student follow-up data submitted by the California community colleges in compliance with federal Vocational Education Data System (VEDS) reporting requirements. The objectives of the study were to conduct a follow-up of vocational education students from 14 community colleges, standardizing data collection methods and definitions; to assist

community college vocational administrators in developing a plan for using study data; and to provide technical assistance to colleges in meeting VEDS requirements. Study procedures included a review of the college catalogs and class schedules of 14 selected colleges; an in-class survey of occupational students; the development of a student follow-up survey instrument; and the conduct of follow-up studies by the individual colleges. Study findings demonstrated that the quality of data collected through the VEDS could be enhanced by attending to college information needs and providing coordination among colleges involved in follow-up activity. Background material, assumptions, detailed procedures, and a bibliography are included. Appendices include an occupational skills and knowledge list, information on follow-up procedures and instruments, summary follow-up data, and estimated costs. (Author/EJV)

ED 260 748 JC 850 460

Wright, Calvin E. Kim, Yungbo

Implementation of the California Community Colleges Occupational Education Program Evaluation System. Summary of Activities Performed to Provide Support Services.

Educational Evaluation and Research, Inc., Menlo Park, Calif.

Spons Agency—California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—Jun 85

Contract—3-4-154-09

Note—165p; Parts of the document are printed on colored paper.

Pub Type—Reports—Research (143)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC07 Plus Postage.

Descriptors—Community Colleges, *Evaluation Methods, Program Development, *Program Evaluation, State Programs, Statewide Planning, Two Year Colleges, *Vocational Education Identifiers—*California

As part of an effort to make the system for the evaluation of California community colleges' occupational education programs more relevant and efficient, a project was undertaken to provide the coordination and support services necessary to accomplish this revision. The primary objective of the project was to involve college practitioners, research and evaluation specialists, and business/industry representatives in redesigning and field testing the Occupational Education Evaluation System. More specific objectives were to facilitate: (1) development of the instruments and procedures required for the revised evaluation system; (2) assessment of the reliability and validity of the instruments used; (3) development of an evaluation system insuring the involvement of local program advisory committees and the maximum coordination with the colleges' accreditation process; (4) implementation of data collection, processing, and analysis procedures; and (6) assessment of the performance of the redesigned evaluation system. The accomplishment of these objectives involved providing support for the Advisory Committee for Evaluation and Research, conducting a formative assessment of the redesigned system, assisting in designing and implementing data processing procedures, and assisting in the development of statewide reports of the evaluation. Discussion on project accomplishments and recommendations are included. Among the appendices are sample evaluation forms, evaluation results, data tables, and guidelines for statewide occupational education advisory committees. (Author/EJV)

ED 260 749 JC 850 461

Technical Education Placement Report, Fiscal Year 1983: Report to the Chancellor. Ohio State Board of Regents, Columbus. Office of Two-Year Campuses.

Pub Date—12 Apr 85

Note—47p.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*College Graduates, Community Colleges, *Employment Patterns, Job Placement, *Outcomes of Education, Program Evaluation, Technical Education, Two Year Colleges, Vocational Education, Vocational Followup Identifiers—*Ohio

Because technical education represents a considerable expenditure of Ohio state resources, an annual survey is conducted to determine the employment status of technical school graduates.

Every year each institution offering technical education programs is asked to report the total number of degrees awarded in each program offered, the number of those graduates placed in jobs relating or not relating to their technical training, and the number of graduates reporting themselves as available for employment but unemployed. Statewide findings, based on an overall response rate of 89.4%, included the following: (1) 47 postsecondary institutions awarded 12,249 technical associate degrees in 1983, a 3.8% increase over 1982; (2) degrees in the business technologies accounted for slightly more than 40% of all degrees awarded; (3) 10.7% of the graduates were continuing their education, 13.3% were unavailable for employment, and 91.5% of those available for employment were working; and (4) Ohio's associate degree graduates experienced an unemployment rate only slightly more than half of the national rate for persons aged 20-24. Findings are provided for business, engineering/industry, health, agricultural/natural resources, and public service technologies, and problems with the performance of particular programs are identified. (EJV)

ED 260 750 JC 850 462

Schoolland, Lucile B.

College in Paradise! (Paradise Valley Shopping Mall).

Pub Date—18 Jul 84

Note—10p; Paper presented to the Paradise Valley Mall Advisory Committee (Phoenix, AZ, August, 1984).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Cooperative Programs, *Extension Education, *Noncampus Colleges, *Outreach Programs, Program Descriptions, Public Relations, Two Year Colleges Identifiers—*Rio Salado Community College AZ, Shopping Centers

Rio Salado Community College (RSCC), a non-campus college within the Maricopa Community College District, offers hundreds of day, late afternoon, and evening classes at locations throughout the county. The Paradise Valley community had always participated heavily in the evening classes offered by RSCC at local high schools. In fall 1982, an effort was initiated by RSCC personnel to find a location within the community for day classes and more student services. The answer to this search came through a proposal from Westcor (a shopping mall developer) that the mezzanine of the new Paradise Valley Mall be used by the community college. Community response was enthusiastic. A formal advisory committee for the center was formed to serve as a sounding board as courses, programs, schedules, services, and proposals for publicizing the center were explored. A Subcommittee on Publicity Endeavors (SCOPE) was created to help direct the public relations effort from a business viewpoint. The total effort of the community advisory committee and RSCC personnel helped start the fall 1983 semester with 1,424 students, increasing to 1,758 by spring. During the first two semesters of operations, 150 classes, focusing primarily on the general studies requirements for the districts associate degree programs, were offered at times ranging from early morning to late evenings and weekends. During the second year, much more effort is going into the development of student services. The Paradise Valley Mall Center has been so successful that another center is planned for the Westridge Mall in the southwest part of the Metropolitan Phoenix Area. (AYC)

ED 260 751 JC 850 463

Friedlander, Jack

Survey of Personnel Practices at Single-Campus Community College Districts in California.

Napa Valley Coll., Napa, CA.

Pub Date—[85]

Note—14p.

Pub Type—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Collective Bargaining, *Community Colleges, *Employment Practices, Personnel Policy, Professional Development, Questionnaires, Salaries, Staff Development, State Surveys, *Teacher Employment, Teacher Employment Benefits, Two Year Colleges Identifiers—*California

In May 1985, a survey was conducted by Napa Valley College (NVC) to determine the salary and personnel practices of the 48 single-campus com-

munity college districts in California and compare them with personnel practices at NVC. The survey focused on salary and benefit allocations in school budgets, estimated reserves or ending balance in 1984-85, administrative encouragement of staff participation in community-based activities, promotion of staff and career development, salary schedules and ranges, collective bargaining, and employer-employee relations. Study findings, based on a 56% response rate, included the following: (1) NVC allocated a higher percentage of its 1984-85 budget to salaries and benefits (79%) than did the other colleges in the sample (74%); (2) 58% of the respondents made a concerted effort to encourage administrators to participate in community-based activities through means such as certificates of appreciation and features in college and community publications; (3) 54% of the colleges, including NVC, had written policies for encouraging career development among faculty and staff; (4) 88% of the colleges used negotiations to determine salary increases for classified staff, 74% for faculty, and 14% for administrators; and (5) 51% used both in-house and outside negotiators in the last contract negotiations. The survey instrument is included. (EJV)

ED 260 752 JC 850 464

Creamer, Don G.

Two-Year College Research on Student Development: An Analysis of Selected Literature, 1975-1984.

American Coll. Personnel Association, Washington, D.C. Commission XI—Two Year Coll. Student Development.

Pub Date—Mar 85

Note—21p.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Educational Research, Literature Reviews, Research Reports, Student Development, *Student Personnel Services, Two Year Colleges

A literature search and review was conducted by the Two-Year College Student Development Research Committee of the American College Personnel Association to investigate the overall character of typical research on two-year college student development concerns. The student development research conducted at the two-year college level contrasted markedly with other postsecondary research in this area in that more often two-year college research was institution specific, focused on general student and environment descriptions, employed survey methods, was motivated by institutional program concerns, and was usually unpublished. A computer search covering the years 1975 through 1984, yielded 141 relevant research reports. These reports were analyzed in terms of populations or targets of the study, research methods used, year of publication, study topics, and publication outlet. The analyzed reports consisted primarily of studies on student characteristics; follow-up and graduate surveys; needs assessments; transfer studies; and assessments of program effectiveness, educational benefits, counseling services, attrition, and special programs. Student development research should also address the development status of students at college entry, methods to ensure service delivery equity across diverse populations, and the comparative effects of various program delivery methods. (EJV)

ED 260 753 JC 850 465

Keyser, John S., Ed.

Toward the Future Vitality of Student Development Services. Summary Report of a Colloquium Held at Traverse City, Michigan, August 1984.

American Coll. Testing Program, Iowa City, Iowa. Spons Agency—National Council on Student Development, Washington, D.C.

Pub Date—85

Note—39p.

Pub Type—Reports—Descriptive (141)—Opinion Papers (120)—Collected Works—Proceedings (021)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*College Planning, Community Colleges, *Educational Philosophy, *Student Development, *Student Personnel Services, Two Year Colleges

This colloquium report presents four views on the future of student services in the two-year college. First, "Student Development Philosophy: A Perspective on the Past and Future," by Terry O'Bannon, discusses the origins of the student development profession, the emerging "student de-

development model," and the projected impact of the quality reformation, educational technology, finances, and the community college mission. Next, "Student Development and College Services: A Consumer Perspective," by Ernest R. Leach, reviews the "in loco parentis" student services, student development, and consumer models of student development and personnel services. In "Student Developers-Partners in Student Success," Lee Noel and Randi Levitz define the roles of the student services professional as the educational interpreter and the essential learning agent, contending that the key to attracting and retaining students is a focus on identifying and developing competencies for the information age. "A President's Perspective on Effective Leadership in Student Services," by Paul A. Eisner, asserts that integration of student and instructional services will be a necessary ingredient to successful educational programs, suggesting that a human resources management philosophy holds promise for student development professionals. The concluding presentation, "1984 Traverse City Statement: Toward the Future Vitality of Student Development Services," by John S. Keyser, reaffirms the philosophy and purpose of student development services in the two-year college, defines the major issues facing the profession, and puts forth an agenda for local and national action. (EJV)

ED 260 754 JC 850 466

Baratta, Frank S. Apodaca, Ed C.
A Profile of California Community College Transfer Students at the University of California.
California Univ., Berkeley. Office of the President.
Pub Date—Sep 84

Note—11p; Prepared by Admissions and Outreach Services of the Office of the President.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Age, *College Transfer Students, Community Colleges, *Enrollment Trends, Ethnicity, Females, Grade Point Average, Higher Education, Majors (Students), Male, State Surveys, *State Universities, *Student Characteristics, *Two Year College Students

Identifiers—*California

Because of the declining number of transfer students from California's community colleges to its four-year institutions, the University of California (UC) initiated a study to gather current information on community college transfer students at UC. The study focused on trends in community college transfers between 1965 and 1983; origins of transfers; characteristics and academic preparation of transfer students; and the academic performance of transfer students during their first year after transfer. The study found: (1) there was a 42% decline in the number of transfers from 1973 to 1981, a trend which began to reverse itself in 1982; (2) of the 29,651 new undergraduates at UC in fall 1983, 26.9% entered as advanced standing students and 66.6% of these were from community colleges; (3) 18% of the community college campuses in the state sent 52.6% of the transfer students to UC, with the other 82% sending less than 100 students each to UC; (4) entering grade-point averages (GPA's) of minorities ranged from 2.95 (Blacks) to 3.21 (Filipino); (5) approximately 80% of the transfer students were under 25 years of age, 52% were males, and 73% were White; and (6) fall 1982 community college transfer students achieved a first-year GPA of 2.73. (EJV)

ED 260 755 JC 850 467

Labunski, Alma J.
The Quest for Adult Literacy: Role of the Community College.

Pub Date—1 Jul 85

Note—27p; Graduate seminar paper, Loyola University of Chicago.

Pub Type—Information Analyses (070)—Dissertations/Theses—Undetermined (040)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adult Literacy, *College Role, *Community Colleges, Educational Change, Illiteracy, *Literacy Education, Literature Reviews, Two Year Colleges, Two Year College Students

An overview is provided of the issues related to the increase of adult illiteracy in the U.S. and the research, programs, and resources that have sought to move toward a solution of this problem. First, the magnitude of the adult illiteracy issue is addressed, with focus on the small proportion of people being served by literacy programs and the costs to illiter-

ate adults, to private and public employers, and to the nation. The section also examines the role of the community college as a major provider of literacy education, and the issues of public funding and public support for such programs. Next, the paper offers a working definition of literacy and traces the events which have marked the course of adult literacy education. Next, literature is reviewed in three areas: (1) research on the effects of literacy programs, the variance in literacy demands of differing social contexts, social structures created by illiterate adults, and systematic assessments of educational needs; (2) program materials, and teaching and learning methodologies pertaining to using mobile units for learning, performance testing, appropriate faculty skills, computer-assisted instruction, competency-based education, special services, needs of non-English speakers, and employee tutorial services; and (3) recommendations for the total reorganization of the educational system, including materials on cooperative agreements, outreach programs, brokering systems, and citizen involvement in literacy education. An extensive bibliography is included. (EJV)

ED 260 756 JC 850 468

Miller, Darwin Jay
Analysis of Professional Development Activities of Iowa Community College Faculty.

Pub Date—85

Note—121p; M.S. Thesis, Iowa State University.

Pub Type—Dissertations/Theses—Masters Theses (042)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*College Faculty, Community Colleges, *Faculty Development, *Professional Development, Questionnaires, Staff Development, State Surveys, Two Year Colleges

Identifiers—*Iowa

A study was conducted of the staff development activities of community college faculty in Iowa. A questionnaire was developed and distributed to 302 faculty members from the 15 community colleges in Iowa, requesting them to indicate the number of times they had participated in 25 identified staff development activities during the past year, and the total hours of participation in each activity. In addition, the respondents were asked to indicate if they participated in the activity during normal working hours, if it was funded by personal finances, and if it led to promotion and/or salary increase. Study findings, based on responses from 187 faculty members, included the following: (1) five activities were identified as having over 10 mean hours of participation: professional meetings/conferences, area of campus-sponsored inservice training, course work toward an advanced degree, special projects, and community service work; (2) 26.2% of the total hours of participation took place during normal working hours; and (3) the extent of participation was associated with the faculty members' educational attainment. A literature review and the survey instrument are included. (EJV)

ED 260 757 JC 850 469

Carleo, A. Susan
Family and Consumer Studies 13: Fashion Analysis.

Pub Date—14 Mar 84

Note—23p; Graduate Seminar Paper, University of California at Los Angeles. Prepared for Los Angeles Valley College.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Clothing, *Clothing Instruction, Community Colleges, Consumer Education, Course Content, Course Descriptions, *Course Objectives, *Course Organization, Home Management, Social Influences, Two Year Colleges

A description is provided of Family and Consumer Studies 13: Fashion Analysis, an introductory course on the basic principles of fashion and clothing, giving special consideration to the impact of societal, cultural, religious, and psychological factors on clothing choices. First, general information is provided on the course, its place in the curriculum, and student population. Following a glossary, major course goals and long-range objectives are enumerated. An outline of course units is followed by a list of materials of instruction. Next, the 16 course units are described, including a statement of unit goals and objectives and sample test items. The units cover why we wear clothes; attitudes and customs in clothing choices in the United States and selected parts of the world; fashion history; 20th

century fashion designers; fashion motifs and details; fashion industry terms; fashion changes related to body concepts in different periods; the body and face as fashion expressions; the psychological implications of clothing choices; the principles and elements of design; visual impact of different textures, patterns and lines; color theory; textile fibers and fabrics; planning, caring for and selecting clothing; developing a personal clothing philosophy; and fashion prediction. Finally, evaluation procedures are reviewed. (LAL)

ED 260 758 JC 850 470

Cohen, Arthur M.

What Do Our Students Know?

Pub Date—[85]

Note—15p.

Pub Type—Reports—Research (143)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Educational Assessment, *General Education, *Knowledge Level, Learning, *Liberal Arts, *Outcomes of Education, Two Year Colleges, Two Year College Students

Identifiers—*General Academic Assessment

Recent research studies have focused on various ways of addressing the question of how much students learn in community colleges, focusing on factors such as transfer rates, job placement rates, and alumni satisfaction. Few studies, however, have attempted to directly confront the question of student learning, and few measures and tests are adequate to assess what knowledge is being gained by student cohorts. A study conducted by the Center for the Study of Community Colleges (CSCC) attempted to demonstrate that a measure of what community college students know can be obtained. The Center developed the General Academic Assessment (GAA) instrument to measure student knowledge in general education and the liberal arts. The GAA was administered to 8,026 students in 23 two-year colleges, and additional information was obtained on students' age, aspirations, reasons for attending college, number of courses taken in disciplinary areas, total units completed, and self-assessment of knowledge. Study findings included the following: (1) student knowledge was related both to age and number of courses completed in a particular area; (2) age relationships showed up primarily in English usage, social sciences, and humanities, with older students having higher scores; (3) age-related differences did not occur in mathematics or science; (4) a direct relationship existed between the number of units completed and GAA scores; (5) highest scores were made by students attending college for personal interest; and (6) students' self-assessment of their knowledge showed high correlations with their GAA scores. The study confirmed the usefulness of the GAA. (LAL)

ED 260 759 JC 850 471

Asher, V. Ed. Kline, L. Ed.

Communication II: A Basic Report Writer's Guide.

Revised.

Pikes Peak Community Coll., Colorado Springs,

CO. Communications and Humanities Div.

Pub Date—Sep 83

Note—69p.

Pub Type—Guides—Classroom—Learner (051)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Communication Skills, Community Colleges, Course Descriptions, *Course Organization, Two Year Colleges, Vocabulary, Writing (Composition), *Writing Instruction, Writing Skills

This course syllabus presents information on Communications II, a course offered at Pikes Peak Community College to provide students with practice in communication, while emphasizing vocabulary and basic writing techniques. A course outline is first presented, including a course description, a statement of general objectives, and a list of units. Next, specific objectives for each of the course's four units are presented. The bulk of the document is comprised of descriptions of each of the following course units: (1) Word Usage, which focuses on pronunciation, syllabic division, definitions, labels and idioms; (2) Sentence Structure, which covers subjects, verbs, clauses and phrases, types of sentences, and restrictive and non-restrictive clauses; (3) Organization and Paragraph Development, which deals with limiting the topic, thesis statements, outlining, paragraph development, paragraph structure, transitions, revision and summary; and (4) Basic and/or Final Report, which includes formatting guidelines.

final report requirements, and examples. Each unit summary includes informational text, examples, and exercises. (LAL)

ED 260 760 JC 850 472

Carter, Meredith L.

Environmental Trends and Assumptions as Identified by Two-Year Community, Junior and Technical College Personnel. Final Report.

North Central Council of Community, Junior and Technical Colleges.

Pub Date—1 Aug 85

Note—53p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Attitudes, *Community Colleges, *Educational Trends, *Employee Attitudes, *Futures (of Society), *Population Trends, *School Personnel, *Technological Advancement, *Two Year Colleges

A study was conducted to determine the perceptions held by two-year college personnel regarding environmental trends related to educational programs, services, resources and economic development. Questionnaires were distributed to personnel in 430 colleges in the north central United States, requesting respondents to indicate their attitudes toward strategic planning and their degree of agreement or disagreement with 85 items describing environmental trends. Study findings, based on a 43% response rate, included the following: (1) respondents' attitudes toward strategic planning were favorable, as represented by an average rating of 5.618 on a scale of 1 to 7; (2) respondents agreed that there is an increased growth in the number and percentage of older persons; (3) respondents also expressed agreement with the statement that there will be growth in the number of microcomputers people will have access to; (4) a demographic shift to an older population, increased accountability, improved performance demanded of public agencies, increased emphasis on quality, shifting college education costs to students, and increased emphasis on economic development were all items rated over six on the seven-point scale of agreement; (5) among the other top 10 ranked trends were items related to competition among state agencies, less faculty mobility, emphasis by business and industry on increased productivity, and increasing numbers of people seeking convenient learning opportunities; and (6) electronics, computer-related occupations and computer equipment repair were seen as major trends in educational programming. (LAL)

ED 260 761 JC 850 473

Report of the Student Evaluation of the Milwaukee Area Technical College 1985 Summer College.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

Pub Date—Jun 85

Note—18p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Colleges, *Participant Satisfaction, *Program Evaluation, *Questionnaires, *School Surveys, *Student Attitudes, *Student Characteristics, *Two Year Colleges, *Two Year College Students, *Weekend Programs

In February 1985, 41 classes were offered on Friday evenings and Saturdays to test the Weekend College concept at Milwaukee Area Technical College's West Campus. A sample of students from the West Campus Weekend College was surveyed in April 1985 to obtain an evaluation of the program and a profile of the students attending. Surveys completed by 55% of the students enrolled during the second semester of 1984-85 (N=309) and comparisons with similar data on day and evening students in 1984 yielded the following results: (1) 72% of the Weekend College participants were women, compared with 51% of the total district population; (2) median age for the Weekend College students was 31 years, while the median age for day students was 24.4 years and for evening students was 29.8 years; (3) 7.8% of the students attending Weekend College were black, while blacks made up 21.7% of the day enrollments and 10% of the evening enrollments; (4) 49.7% of the respondents attended no other classes; (5) business was the major area of study for 33% of the respondents; (6) "the manner in which I have been treated by MATC instructors" received the highest mean rating, while "the availability of parking" received the lowest mean rating. The study findings suggested that the Weekend Col-

lege was a successful operation. The survey instrument is appended. (LAL)

ED 260 762 JC 850 474

Report of the Student Evaluation of the Milwaukee Area Technical College 1985 Summer School.

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

Pub Date—Aug 85

Note—57p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Colleges, *Day Students, *Evening Students, *Participant Satisfaction, *Program Evaluation, *Questionnaires, *Sampling, *School Surveys, *Student Attitudes, *Student Characteristics, *Summer Programs, *Two Year Colleges, *Two Year College Students

Milwaukee Area Technical College (MATC) initiated summer evening classes during summer 1985. In June 1985, a study was conducted to evaluate the functions, services, and facilities of the summer school and to develop a profile of MATC summer students. A random sample of 1,609 (38.5% of the 4,183 students enrolled in summer 1985) were surveyed in-class by their instructors. Study findings included the following: (1) a majority of students at all campuses were female, with a high of 73% female among North Campus day students; (2) the three most important reasons for attending at all locations were to earn an associate degree, acquire skills for a new job, and earn transfer credit; (3) approximately 35% of the students at Milwaukee Campus were minority group members, compared to 9.5% at South Campus, 14.1% at North Campus, and 14.6% at West Campus; (4) about 20% of the day students and 60% of the evening students were working more than 34 hours per week; (5) campus choice was influenced most by low costs and convenient location; (6) highest ratings were given to the following items: "the manner in which I have been treated," "the quality of teaching I have received at MATC," and "the courses I have taken at MATC." The survey instrument and responses by campus and day/evening status are included. (LAL)

ED 260 763 JC 850 476

Hutsell, Deborah C.

Pharmacology I, II, III (NS 111, NS 121, NS

211): Competency-Based Course Syllabi.

Chattanooga State Technical Community Coll.,

TN. Nursing Div.

Pub Date—[85]

Note—56p.; For other course syllabi in Chattanooga State Technical Community College's Associate Degree Nursing Curriculum, see JC 850 477-484.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Colleges, *Course Content, *Course Descriptions, *Course Objectives, *Drug Use, *Nursing, *Nursing Education, *Pharmacology, *Two Year Colleges

Course syllabi are provided for the pharmacology course sequence in the associate degree nursing program at Chattanooga State Technical Community College. Pharmacology I introduces students to basic information related to pharmaceutical preparation, presenting standards and legislation pertaining to the administration of medication. Pharmacology II introduces information related to preoperative, intraoperative, and postoperative medications administered to patients requiring surgical intervention. Pharmacology III considers major classifications of drugs. The syllabi for these courses present information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; and evaluation criteria. The bulk of each syllabus presents the competencies students are to acquire in each unit. Appended material includes formulas for pharmaceutical calculations; an independent study project, information on common drugs, their trade and generic names, dosage, and use; a math practice quiz with answers; and information on drug efficacy. (EJV)

ED 260 764 JC 850 477

Brady, Marilyn H. Wells, Tanya G.

Introduction to Psychomotor Skills (NS 117):

Competency-Based Course Syllabus.

Chattanooga State Technical Community Coll.,

TN. Nursing Div.

Pub Date—[85]

Note—122p.; For other course syllabi in Chat-

anooga State Technical Community College's Associate Degree Nursing Curriculum, see JC 850 476-484.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Colleges, *Course Content, *Course Descriptions, *Course Objectives, *Ethics, *Nursing, *Nursing Education, *Older Adults, *Patients, *Psychomotor Skills, *Safety Education, *Two Year Colleges

"Introduction to Psychomotor Skills" (NS 117) is the first of seven core courses in the associate degree nursing program at Chattanooga State Technical Community College. The course was designed to help students develop competencies in psychomotor skills necessary to assume the role of provider of direct patient care. The course syllabus for NS 117 begins with information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk of the syllabus presents objectives, textual information, assignments, and questions keyed to the textbook for each of the seven course units. The units focus on: (1) the evolution of the system of nursing; (2) introduction to nursing philosophy and conceptual framework; (3) the decision-making process; (4) adaptations associated with aging; (5) patient safety; (6) strategies for the promotion and maintenance or restoration of optimum patterns of elimination; and (7) ethical and legal aspects of the nursing profession. The syllabus concludes with an instrument for assessing clinical behaviors. (EJV)

ED 260 765 JC 850 478

Brady, Marilyn H. Wells, Tanya G.

Introduction to Cognitive and Affective Skills (NS

127): Competency-Based Course Syllabus.

Chattanooga State Technical Community Coll.,

TN. Nursing Div.

Pub Date—[85]

Note—106p.; For other course syllabi in Chattanooga State Technical Community College's Associate Degree Nursing Curriculum, see JC 850 476-484.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Affective Objectives, *Cognitive Objectives, *Community Colleges, *Course Content, *Course Descriptions, *Decision Making Skills, *Nursing, *Nursing Education, *Skill Development, *Two Year Colleges

"Introduction to Cognitive and Affective Skills" (NS 127) is an associate degree nursing course offered at Chattanooga State Technical Community College to help students develop competencies in decision making, communication, teaching-learning, and management. The course syllabus for NS 127 begins with information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk of the syllabus presents objectives, textual information, assignments, and questions keyed to the textbook for each of the five course units. The units focus on: (1) the analysis, planning, implementation, and evaluation phases of the decision-making process; (2) the care of patients in acute care facilities; (3) the nursing role of communicator and the therapeutic use of self; (4) the nursing role of patient teacher; and (5) the care of patients with health deviations of the musculo-skeletal subsystem. An evaluation instrument for relevant clinical behaviors is included. (EJV)

ED 260 766 JC 850 479

Brady, Marilyn H. Hutsell, Deborah C.

Utilization of Skills in the Care of the Parent Child

System (NS 139): Competency-Based Course

Syllabus.

Chattanooga State Technical Community Coll.,

TN. Nursing Div.

Pub Date—[85]

Note—133p.; For other course syllabi in Chattanooga State Technical Community College's Associate Degree Nursing Curriculum, see JC 850 476-484.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Birth, *Children, *Community Colleges, *Congenital Impairments, *Course Descriptions, *Course Objectives, *Diseases, *Infants, *Nursing, *Nursing Education, *Obstetrics, *Pediatrics, *Perinatal Influences, *Pregnancy, *Premature Infants, *Prenatal Influences, *Two Year Colleges

"Utilization of Skills in the Care of the Parent Child System" (NS 139) is an associate degree nursing course offered at Chattanooga State Technical Community College to provide essential theory and experience in caring for the parent-child system throughout various stages of development. The course syllabus for NS 139 begins with information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course objectives; evaluation criteria; and curriculum coding. Next, instructions are provided for class assignments, and information is presented on labor and delivery, nursery, and post partum routines. The remainder of the syllabus presents objectives, textual information, assignments, and questions keyed to the textbook for each of the seven course units. The units focus on: (1) pregnancy and labor; (2) adaptations of the maternal system, parent-infant system, and newborn immediately following childbirth as well as health deviations during labor and pregnancy; (3) assessing the newborn, effects of prematurity, and health deviations associated with the newborn; (4) nutritional requirements of infants and children, procedures for the hospitalization of children, and diseases and accidents during childhood; (5) health deviations of the respiratory subsystem and cystic fibrosis; (6) the effects of congenital defects, the effect of cerebral palsy on the child's state of adaptation, and nursing care of the parent-child system when the child has a developmental health deviation; and (7) failure to thrive and urinary subsystem health deviations in children. A rating instrument for clinical behaviors concludes the syllabus. (EJV)

ED 260 767 JC 850 480

Wells, Tonya G.

Utilization of Skills in the Care of Patients with Deviations in Psychosocial Adaptation (NS 207): Competency-Based Course Syllabus.

Chattanooga State Technical Community Coll., TN, Nursing Div.

Pub Date—[85]

Note—38p.; For other course syllabi in Chattanooga State Technical Community College's Associate Degree Nursing Curriculum, see JC 850 476-484.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adjustment (to Environment), Community Colleges, Course Content, Course Descriptions, *Course Objectives, Drug Abuse, Nurses, Nursing, *Nursing Education, *Patients, *Psychological Patterns, *Stress Variables, Two Year Colleges

Identifiers—Psychiatric Nursing, *Psychosocial Adaptation

"Utilization of Skills in the Care of Patients with Deviations in Psychosocial Adaptation" (NS 207) is an associate degree nursing course offered at Chattanooga State Technical Community College. The course stresses the individual as a system in his/her psychosocial adaptation to internal and external stressors, and highlights the nurse's roles of communicator, patient teacher, and planner and coordinator of patient care. The course syllabus for NS 207 begins with information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk of the syllabus presents objectives, textual information, assignments, and questions keyed to the textbook for each of the five course units. The units focus on: (1) an overview of nursing care for patients with deviations in psychosocial adaptation; (2) promotion, maintenance, and/or restoration of psychosocial adaptation; (3) theories of behavior and implications for utilization of skills; (4) health deviations associated with substance abuse; and (5) resources available to the nurse in practicing the role of planner and coordinator of patient care. A rating instrument for clinical behaviors concludes the syllabus. (EJV)

ED 260 768 JC 850 481

Green, Elizabeth G. Yates, Laura H.

Utilization of Skills in the Care of the Patient with Common, Well-Defined Health Deviations I (NS 217): Competency-Based Course Syllabus.

Chattanooga State Technical Community Coll., TN, Nursing Div.

Pub Date—[85]

Note—100p.; For other course syllabi in Chattanooga State Technical Community College's Associate Degree Nursing Curriculum, see JC 850 476-484.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, Course Descriptions, *Course Objectives, *Diseases, Heart Disorders, *Nursing, *Nursing Education, *Patients, Two Year Colleges

"Utilization of Skills in the Care of the Patient with Common, Well-Defined Health Deviations I" (NS 217) is an associate degree nursing course offered at Chattanooga State Technical Community College to help students develop new competencies necessary for the care of patients with deviations of the cardiovascular, endocrine, integumentary, and gastrointestinal subsystems; and to introduce basic concepts and principles related to acid-base balance. The course syllabus for NS 217 begins with information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk of the syllabus presents competencies, information sheets, assignments, and questions keyed to the textbook for each of the six course units. The units focus on: (1) acid-base balance; (2) burns; (3) the gastrointestinal subsystem; (4) the liver and associated structures; (5) the endocrine subsystem; and (6) the cardiovascular subsystem. In addition, a patient assessment guide and a clinical behaviors evaluation form are attached. (EJV)

ED 260 769 JC 850 482

Green, Elizabeth G. Yates, Laura H.

Utilization of Skills in the Care of the Adult with Common, Well-Defined Health Deviations II (NS 227): Competency-Based Course Syllabus.

Chattanooga State Technical Community Coll., TN, Nursing Div.

Pub Date—[85]

Note—76p.; For other course syllabi in Chattanooga State Technical Community College's Associate Degree Nursing Curriculum, see JC 850 476-484.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, Course Content, Course Descriptions, *Course Objectives, *Diseases, Heart Disorders, *Nursing, *Nursing Education, Two Year Colleges

"Utilization of Skills in the Care of the Adult with Common, Well-Defined Health Deviations II" (NS 227) is an associate degree nursing course offered at Chattanooga State Technical Community College to help students implement increasingly complex nursing strategies and develop new competencies related to patients with cardiovascular, respiratory, neurological, and urinary deviations. The course syllabus for NS 227 begins with information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk of the syllabus presents competencies, assignments, information sheets, and questions keyed to the textbook for each of the five course units. The units focus on: (1) adaptive needs for sensory stimulation and related health deviations; (2) care of the patient with deviations of the cardiovascular subsystem; (3) care of the patient with deviations of the respiratory subsystem; (4) care of the patient with deviations of the neurological subsystem; and (5) care of the patient with deviations of the urinary subsystem. Finally, a clinical behaviors evaluation form related to course units is presented. (LAL)

ED 260 770 JC 850 483

Brady, Marilyn H.

Introduction to the Management Process (NS 222): Competency-Based Course Syllabus.

Chattanooga State Technical Community Coll., TN, Nursing Div.

Pub Date—[85]

Note—17p.; For other course syllabi in Chattanooga State Technical Community College's Associate Degree Nursing Curriculum, see JC 850 476-484.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administration, Change Agents, Community Colleges, Course Descriptions, *Nursing, *Nursing Education, Patients, Two Year Colleges

"Introduction to the Management Process" (NS 222) is an associate degree nursing course offered at Chattanooga State Technical Community College to introduce students to basic management concepts, methods of nursing care delivery, patient

classification systems, and methods of enacting change and working as a change agent. Upon completion of the course, students will be able to: (1) discuss methods of nursing care delivery; (2) describe the management process as it relates to delivery of nursing care; (3) relate patient classification systems to the process of nursing care assignments; and (4) identify methods of enacting changes in a described situation. The syllabus for NS 222 provides a course description, lists required textbooks, provides a week-by-week outline of course content, lists terminal competencies, and presents evaluation criteria. Specific competencies are listed for each course subunit, indicating terms to be defined, concepts to be understood and discussed, etc. Attachments include a comparison of the characteristics of the inspiring leader and the coercing boss, a list of barriers to delegation of responsibility, and guidelines for completing course assignments. (EJV)

ED 260 771 JC 850 484

Green, Elizabeth G. And Others

Utilization of Skills in the Application of the Management Process (NS 239): Competency-Based Course Syllabus.

Chattanooga State Technical Community Coll., TN, Nursing Div.

Pub Date—[85]

Note—61p.; For other course syllabi in Chattanooga State Technical Community College's Associate Degree Nursing Curriculum, see JC 850 477-483.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administration, *Community Colleges, Course Content, Course Descriptions, *Course Objectives, Course Organization, Diseases, *Nursing, *Nursing Education, Patients

"Utilization of Skills in the Application of the Management Process" (NS 239) is an associate degree nursing course offered at Chattanooga State Technical Community College to prepare students to assume the role of planner and coordinator of patient care. The course focuses on competencies related to the care of patients with deviations of the immune response, cellular growth, hematology, urinary, reproductive, and integumentary subsystems. The course syllabus for NS 239 begins with information on class, laboratory, and credit hours; prerequisites; textbooks; week-by-week course content; course competencies; evaluation criteria; and curriculum coding. The bulk of the syllabus presents competencies, assignments, and questions keyed to the textbook for each of the eight course units. The units focus on: (1) care of the patient with deviations of the urinary subsystem; (2) care of the patient with deviations of the reproductive subsystem; (3) care of the patient with deviations of the immune system; (4) care of the patient with deviations of cellular growth; (5) care of the patient experiencing loss; (6) care of the patient with deviations of the integumentary subsystem; (7) care of the patient with deviation of the blood and blood forming organs; and (8) nursing care in emergencies and disasters. Finally, clinical objectives for each unit are presented. (LAL)

ED 260 772 JC 850 485

Kassebaum, Peier

Fieldwork: A Modular Approach. Cultural Anthropology.

College of Marin, Kentfield, Calif.

Pub Date—[84]

Note—20p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthropology, Community Colleges, Ethics, *Field Studies, Learning Activities, Learning Modules, *Naturalistic Observation, *Research Methodology, Social Systems, Two Year Colleges

Identifiers—*Cultural Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module focuses on the purposes and methods of anthropological fieldwork, and provides an overview of the types of research in which anthropologists engage during their field studies. The module begins by discussing the purpose of participant observation as a means of penetrating the most visible traits of a culture in order to understand the various social relationships and institutional complexes underpinning social structure. Academic preparation, a comprehension of language, and official permission, as well as permission from the subject group, are then highlighted as important

prerequisites in conducting field studies. The module also discusses moral and ethical questions involved in conducting fieldwork, such as the researchers' responsibility for presenting a realistic account of current conditions among a population along with the more specific findings of the research. The next section focuses on the common tools and techniques of the anthropologist, including census taking and area mapping, interviews, kinship records, psychological tests, and video and audio recordings. Finally, the module contrasts journals, the traditional tool of anthropologists, with computers, and underscores the importance of a knowledge of statistical analysis and methodologies. Performance activities covering the content of the module are appended. (EJV)

ED 260 773 JC 850 486

Kassebaum, Peter

Economic Systems: A Modular Approach. Cultural Anthropology.

College of Marin, Kentfield, Calif.

Pub Date—[84]

Note—31p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Anthropology, *Community Colleges, *Culture, *Economics, *Learning Modules, *Models, *Social History, *Sociocultural Patterns, *Socioeconomic Influences, Two Year Colleges

Identifiers—*Cultural Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module uses a systems approach to allow students to see the connections and similarities which most cultural groups share on the basis of the type of economic organization that they exhibit. The module begins with a general discussion of economic systems theory in cultural anthropology, and the use of models. The bulk of the module applies a generalized model of economic organization to hunting and gathering, pastoral, and horticultural forms of economic organization. These economic systems are described in terms of: (1) population size; (2) range of material culture, including transportation, manufacturing tools, raw materials, diet, shelter, clothing, food processing, ritual objects, children's items, musical instruments, recreational traits, art, and utilitarian-personal traits; (3) non-material culture; (4) ritual behaviors and belief systems; (5) social groups; (6) communication; (7) political traits; (8) kinship; (9) medicine; and (10) sexual behavior. Finally, a test for students is presented. (LAL)

ED 260 774 JC 850 487

Kassebaum, Peter

Subdisciplines of Anthropology: A Modular Approach. Cultural Anthropology.

College of Marin, Kentfield, Calif.

Pub Date—[84]

Note—19p.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthropology, Community Colleges, *Intellectual Disciplines, Learning Modules, Two Year Colleges

Identifiers—*Cultural Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module introduces the idea that anthropology is composed of a number of subdisciplines and that cultural anthropology has numerous subfields which are the specialty areas for many practicing anthropologists. Beginning with a general discussion of the field of anthropology, the paper next describes, defines, and discusses theoretical and historical considerations, for the following subdisciplines within anthropology: (1) archaeology; (2) physical anthropology; (3) medical anthropology; (4) cultural anthropology; (5) ethnology; (6) mathematical anthropology; (7) economic anthropology; (8) political anthropology; (9) the ethnography of law; (10) anthropology and education; (11) linguistics; (12) folklore; (13) ethnomusicology; (14) art and anthropology; (15) anthropology and belief systems; (16) culture and personality; (17) applied anthropology; (18) urban anthropology; and (19) economic anthropology. A test for students is included. (LAL)

ED 260 775 JC 850 488

Application and Enrollment Patterns of Transfer Students, Fall 1984. State University of New York.

State Univ. of New York, Albany. Central Staff Of-

fice of Institutional Research.

Report No.—SUNY-OIR-6-85.

Pub Date—Sep 85

Note—599p.

Pub Type—Numerical/Quantitative Data (110)
EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Associate Degrees, *College Applicants, *College Transfer Students, *Community Colleges, Educational Mobility, Enrollment Trends, In State Students, Out of State Students, Postsecondary Education, Private Colleges, *State Universities, Tables (Data), Two Year Colleges, *Undergraduate Students

Identifiers—State University of New York

Data on the application and enrollment patterns of transfer students at the undergraduate level at the State University of New York (SUNY) are presented. The basic statistics show the relation of the transfer student's prior institution, current SUNY institution, and entry level. This information is provided by individual institution, institutional type, and coordinating area. Additional statistics are provided regarding transfer student trends, the relationship of the associate degree to transfers, and the admissions success of transfer students. Tables presenting institutional summaries cover senior colleges, university centers, university colleges, health science centers, specialized colleges, statutory colleges, two-year colleges, agricultural and technical colleges, and community colleges. Separate sections focusing on the institution attended prior to transfer provide information on student transfers from other SUNY institutions, other New York State institutions, and out-of-state institutions. Trend data are also provided with respect to full-time undergraduate credit course transfer students at senior institutions; transfer to SUNY senior institutions from SUNY two-year colleges; and enrollment of first-time, transfer, and continuing and returning students. A brief narrative summary of the data is included. (SW)

ED 260 776 JC 850 491

Adickes, Sandra

A Reentry Curriculum Guide for the Adult Learner.

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.

Pub Date—[80]

Note—24p.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Community Colleges, *Curriculum Development, *Educationally Disadvantaged, Educational Needs, Helping Relationship, Minority Groups, Nontraditional Education, Nontraditional Students, Program Descriptions, Program Development, *Reentry Students, Self Concept, Two Year Colleges, *Womens Education

Designed to assist educators in the development of reentry programs for adult learners, this guide provides information on the creation, operations, and outcomes of Project Chance, a reentry program initiated at Brooklyn College during the 1970's to serve ethnically diverse, lower and middle income women from the Brooklyn community. A foreword to the guide highlights the staff's willingness to consider participants' needs and reactions in modifying the content and approach of the program. Following an introduction to the outcomes of the course from its inception in 1976 to its discontinuation in 1980, the guide discusses: (1) one of the major program components—a pre-college, reentry course designed to enable women to explore options, build basic skills competency, and gain self-confidence; (2) redefining the goals of the reentry curriculum based on the first year's evaluation; (3) revising the curriculum to strengthen the basic skills component; (4) the mathematics skills component; (5) the language arts curriculum; (6) the life planning skills curriculum, which emphasizes self-awareness, self-evaluation, decision-making skills, and the ability to describe probable future situations; (7) support services and counseling; and (8) providing information about other programs and services. For each topic, information on special problems, barriers, and solutions is provided. (EJV)

ED 260 777

Kassebaum, Peter

Social Stratification: A Modular Approach. Cultural Anthropology.

JC 850 493

College of Marin, Kentfield, Calif.

Pub Date—[84]

Note—21p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthropology, Community Colleges, Learning Activities, Learning Modules, Religious Factors, *Social Characteristics, Social Class, *Social Stratification, *Social Structure, *Social Theories, Two Year Colleges

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module introduces students to the basic concepts of social stratification, one of the more controversial areas of contemporary social theory. An overview is provided of the explanations that have been put forth by social philosophers for stratification. Traits influencing social stratification are discussed including population size, level of technology, and mode of economic adaptation. Religious arguments for social stratification are juxtaposed with Marx's theory of the dialectic of materialism. Marxist concepts of conflict analysis, bourgeoisie, petty bourgeoisie, proletariat, and lumpenproletariat are defined and discussed. Aspects of class conflict, models of social class, and influences on social mobility are also examined. Finally, performance activities covering the module's content are presented. (EJV)

ED 260 778 JC 850 497

Broadbent, William And Others

Vocational Education Update: State Board for Vocational Education.

Hawaii Univ., Honolulu. Office of the State Director for Vocational Education.

Pub Date—Jun 85

Note—42p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, Federal Legislation, *Governance, Government Role, *High Schools, State Surveys, Statewide Planning, Two Year Colleges, *Vocational Education

Identifiers—*Hawaii

An overview is provided of the administration, operation, and outcomes of secondary and post-secondary vocational education in Hawaii. Introductory material discusses the Carl Perkins Vocational Education Act of 1984 and provides an overview of vocational education governance. A description of the administration of vocational education delineates the roles of the State Council on Vocational Education, the Vocational Education Coordinating Advisory Council, the Department of Education, and the University of Hawaii's Community Colleges. The next sections offer brief descriptions of other agencies providing vocational training (i.e., the Office of Employment Training Administration, the Division of Vocational Rehabilitation, and the Job Corps) and of agencies providing services to vocational education (i.e., the Western Curriculum Coordinating Center, Hawaii State Occupational Information Coordinating Committee, and Career Kokuia). Following a listing of other federal legislation affecting vocational education in the state, the achievements of traditional vocational education programs in the state are highlighted, with focus on enrollment, placement, sex equity/stereotyping, professional personnel development, and involvement with the business community. The next sections provide discussions of the beneficiaries of vocational education, Hawaii's transitional economy, and the issues facing vocational and technical education. Finally, future directions are discussed. A chart showing program availability is appended. (EJV)

ED 260 779 JC 850 501

Johnson, Bill And Others

A Whole Family Approach to Teaching English as a Second Language. Final Report.

Des Moines Area Community Coll., Ankeny, Iowa. Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.

Pub Date—Sep 85

Note—87p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Acculturation, Children, *Community Colleges, Cross Cultural Training, Curriculum Guides, *English (Second Language), Limited English Speaking, Parent Child Relationship, Parents, *Refugees, *Second Language Instruction, Two Year Colleges

This final report provides descriptive and evaluative information on a 2-year demonstration project conducted at Des Moines Area Community College, as well as the curriculum guides developed during the project to meet the English language and cultural adaptation needs of refugee adults and children using a family approach. Initial sections of the report provide historical background, a brief project overview, a summary of project outcomes, information on means of dissemination of the family approach concept, samples showing parent response to the program, and an overview of program administrative issues. The "Refugee Pre-School Curriculum Guide" for teachers is presented, which includes: (1) background information on pre-school second language learning, cultural differences, pre-school child development, and implications for teaching; (2) information of the outcomes of pre-school attendance; (3) suggestions on teaching methods related to fear, language arts, discipline, scheduling and routine, staffing, physical environment, and age and ability differences; (4) a three-level curriculum; (5) a list of books and games; and (6) references. Finally, the guide for teachers of adults is presented, which looks at the concept of teaching ESL in a whole-family setting; special considerations in teaching adult ESL students and particularly Southeast Asian adults; factors related to the instruction of non-literate adults; and the effects of the presence of the pre-school in conjunction with adult classes. In addition, this guide provides a checklist of concerns; information on the experience of loss and post-traumatic stress disorder, which are both common to political refugees; a chart of Westerners' preconceptions and stereotypes regarding Eastern culture. Operational plans for the adult and pre-school programs are included. (LAL)

ED 260 780 JC 850 502

Kassebaum, Peter
Anthropological Theory: A Modular Approach. Cultural Anthropology.

College of Marin, Kentfield, Calif.

Pub Date—[84]

Note—36p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Anthropology, Community Colleges, Cross Cultural Studies, Ethnography, Islamic Culture, Learning Activities, Learning Modules, Marxism, Research Methodology, Social Change, *Social Structure, *Social Theories, Two Year Colleges

Identifiers—*Cultural Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module introduces the student to various theoretical perspectives, terms, and influential figures within the field of anthropology. The following historical and conceptual influences on anthropological theory are discussed: (1) the Greek tradition; (2) the Roman tradition; (3) the Islamic tradition; (4) the age of exploration; (5) the beginnings of ethnographic museums and societies in the 19th century; (6) Marx's contributions to anthropological theory related to economic determinism, cultural evolution, and the following cultural components: technological/economic system, social organization, and ideological base; (7) Franz Boas and his modified natural science model; (8) 20th century structural functionalism and the work of B. Malinowski and A. R. Radcliffe-Brown; (9) French structuralism and the work of Claude Lévi-Strauss; (10) Alfred L. Kroeber; (11) 20th century cross-cultural studies and the conception of universal behavior patterns; (12) Margaret Mead; (13) Gregory Bateson; (14) Robert Redfield; and (15) Oscar Lewis. Finally, performance activities covering the module's content are presented. (LAL)

ED 260 781 JC 850 503

Kassebaum, Peter
Cultural Molding: A Modular Approach. Cultural Anthropology.

College of Marin, Kentfield, Calif.

Pub Date—[85]

Note—15p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, *Anthropology, Community Colleges, Learning Activities, Learning Modules, *Social Behavior, *Social Control, *Socialization, Two Year Colleges

Identifiers—*Cultural Anthropology, *Cultural Molding

Designed for use as supplementary instructional

material in a cultural anthropology course, this learning module introduces the student to cultural molding, the idea that most human behavior can be traced to enculturation and exposure rather than to a socio-biological explanation of human behavior. Following a brief description of socialization, enculturation and acculturation, the following concepts are described and defined: (1) normative standards; (2) means of exercising social control, such as mores, folkways, story-telling and oral tradition; (3) social roles and the division of labor; (4) role conflict, role acceleration, role traits and means of role acquisition such as achievement and ascription; (5) age roles, including age grading and age-set; (6) the distinction between personal and social roles; (7) deviation, including statistical and legal deviation, subcultural exploitation, and anomie; (8) reference points; and (9) territoriality and social distance. Finally, performance activities covering the module's content are appended. (LAL)

ED 260 782 JC 850 504

Kassebaum, Peter
Ethnographic Film: A Modular Approach. Cultural Anthropology.

College of Marin, Kentfield, Calif.

Pub Date—[85]

Note—9p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthropology, Community Colleges, *Cross Cultural Studies, Ethics, *Ethnography, *Film Production, *Films, Learning Activities, Learning Modules, Responsibility, Two Year Colleges

Identifiers—*Ethnographic Films

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module examines concerns that should be addressed when using ethnographic films to explore cross-cultural perspectives. Beginning with a brief discussion of the purpose of ethnographic films, the filmmaker's perspective is discussed, stressing the need for viewer analysis of how a culture has been portrayed. The module further asserts that since most ethnographic films provide incomplete information about sex and age roles, student viewers should be aware of the imbalanced presentation of those roles in many films. The cultural state (i.e., the overall status and position of a cultural group within the larger society) and the ethnographic present (i.e., the culture's contemporary situation) are discussed as important aspects to be included in ethnographic films. Finally, the filmmaker's obligation to provide the viewer with information about special circumstances affecting the film's validity, and the educational usefulness of ethnographic films, are discussed. (LAL)

ED 260 783 JC 850 505

Kassebaum, Peter
Kinship and Social Groups: A Modular Approach. Cultural Anthropology.

College of Marin, Kentfield, Calif.

Pub Date—[85]

Note—18p.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Anthropology, Community Colleges, *Family (Sociological Unit), Family Structure, Group Membership, *Group Structure, Kinship, *Kinship Terminology, Learning Activities, Learning Modules, *Social Structure, *Sociocultural Patterns, Two Year Colleges

Identifiers—*Cultural Anthropology

Designed for use as supplementary instructional material in a cultural anthropology course, this learning module introduces commonly employed terms used in the study of kinship and social groups. Conceptual categories used to describe the social structures of society are defined first, including culture, material culture, nonmaterial culture, society, primary groups, secondary groups, aggregation, and social categories. Kinship analysis is described next, with focus on the following concepts: (1) the nuclear and extended family; (2) marriage, including monogamy, polygamy, polygyny, polyandry, sororal polygyny, and fraternal polyandry; (3) residence, including exogamy, endogamy, matrilineal, patrilineal, and neolocal patterns; (4) bride price, dowry, and suitor service; (5) descent, including kindred, and bilateral, unilateral, patrilineal, and matrilineal descent; (6) clans, phratries and moieties; and (7) leadership, including matriarchal, patriarchal, egalitarian, matricentric, patricentric, and egalitarian models. Finally, kinship diagramming is covered.

Performance activities covering the module's content are appended. (LAL)

ED 260 784 JC 850 506

Chaloupka, Diana Papierniak, Kathleen, Ed.
Project VOICE (Vocational Occupations for Industrial Communications English): A Competency Based Education Curriculum for the Limited English Proficient in Building Maintenance.

Lake County Coll., Grayslake, Ill.

Spons Agency—Illinois Community Coll. Board, Springfield.

Pub Date—Jun 85

Note—652p.; Funded under the Job Training Partnership Act.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF03/PC27 Plus Postage.

Descriptors—Buildings, *Building Trades, Carpentry, College Curriculum, Community Colleges, *Competency Based Education, Curriculum Guides, *Custodian Training, Electricians, Equipment Maintenance, Heating, *Job Skills, *Limited English Speaking, *Maintenance, Masonry, Plumbing, Small Engine Mechanics, Task Analysis, Trade and Industrial Education, Two Year Colleges

Identifiers—*Building Maintenance

Developed for vocational educators of short-term or long-term programs, this manual presents a complete competency-based curriculum in building maintenance for the advanced limited English proficient student. Following instructions on use of the manual and recommended references, a student tracking system and record sheet are provided, which list task number, competency description, job title pertaining to the competency, and date of completion. The bulk of the manual consists of competency sheets for each of the 711 tasks covered on the tracking form, focusing on the following eight areas: (1) plumbing; (2) custodial; (3) carpentry; (4) masonry; (5) electrical; (6) heating; (7) small engines; and (8) supporting skills such as welding, swimming pool maintenance and appliance service maintenance. Each competency sheet presents the task the student will perform; conditions under which the task will be performed; tools and equipment; task steps; student evaluation sheet or written test; learning activities; and supplemental sheets which provide information or study words. A sample certificate of completion is appended. (LAL)

PS

ED 260 785 PS 015 177

Frede, Ellen
Getting Involved: Workshops for Parents. Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Report No.—ISBN-0-931114-24-1

Pub Date—84

Grant—ACYF-90-CW-695/01

Note—307p.

Available from—High/Scope Press, High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, MI 48197 (\$15.00; no shipping/handling charge on prepaid orders).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Children, Early Childhood Education, Home Programs, Leaders Guides, *Learning Activities, Parent Child Relationship, *Parent Education, *Parenting Skills, Parent Participation, *Parent Workshops

This guide for leaders of parent workshops is based on the Getting Involved booklets (which suggest ways parents of children in Head Start, day care, and other preschool programs can support children's learning through everyday family activities using materials at hand). This workshop leaders' guide offers suggestions for helping parents become more involved with their children's learning. Chapter 1 gives specific suggestions for planning, conducting, and evaluating workshops for parents. Chapters 2 through 10 give examples of workshop activities that focus on the following topics: children's attitudes toward learning, play, language, reading, writing, math, science, television, and problem solving. Each of these chapters is divided into sections concerning what parent workshops achieve; often-raised questions; workshop displays; choosing workshop activities; and introducing and

generating ideas for activities. Because each group of parents has different interests, concerns, and outlooks, each workshop leader will use the workbook differently to select activities suited to his or her particular group of parents, to modify activities, or to create new activities particularly suited to local parent concerns. (DST)

ED 260 786

PS 015 241

Bremner, Dorothy G.

Hawaii Basic Data and Information Book on Children. Children: Five to Twelve Years.

Hawaii State Dept. of Education, Honolulu. Office of Children and Youth.

Pub Date—Oct 81

Note—210p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Child Abuse, Child Neglect, *Children, Delinquency, *Demography, Elementary School Students, Family Income, Foster Care, Health Programs, Junior High School Students, Juvenile Courts, Parents, Special Education, *State Surveys, *Statistical Data, *Tables (Data) Identifiers—*Hawaii

Considered an indispensable aid to formulating policies and programs, this book of tables gives demographic and statistical information on 5- to 12-year-old Hawaiian children. The information provided concentrates on factors that are especially important in a 5- to 12-year-old's life: home, school, the economy, the peer group, health, and the juvenile justice system. Chapter 1 gives background on the population of children and profiles the large military population and growing immigrant populations. Chapter 2 describes the material circumstances of the children and their families, and Chapter 3 describes their parents. Chapter 4 presents information on the problem of child abuse and neglect. Chapter 5 describes the extent of foster care placements. Chapter 6 highlights health problems that can affect children's learning and adjustment. Chapter 7 describes school in terms of public and private enrollment, test scores, attendance, educational neglect, suspensions, and vandalism and violence. Chapter 8 discusses juvenile justice, police and the family court; arrests of children; referral to family court; and the dispositions of cases. A map of school districts, the geocode equivalents for school districts, and a glossary of terms are appended. (DST)

ED 260 787

PS 015 243

Davidson, Philip M.

The Development of Anticipation in Solving Functional Composition Problems.

Pub Date—6 Jun 85

Note—13p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Cognitive Ability, *Cognitive Development, Efficiency, Intuition, *Problem Solving, *Young Children

Identifiers—*Anticipation, Developmental Patterns, *Function Concept, Piagetian Theory

Tasks based on the function concept ($y = f(x)$) were used in a study charting the development of anticipation in children from 5 through 7 years of age. In each task a desired outcome was a function of a combination of specific, rule-constrained, antecedent conditions. Subjects' behavior was scored according to criteria differentiating six levels of cognitive performance. Level 5 indicated consistent use of anticipation; Level 4 indicated partial use of anticipation, and Levels 3 through 0 referred to the use of trial-and-error strategies. Trial-and-error was defined as pausing to figure out what to do before each step in the solution, whereas anticipation was defined as pausing before the first step and then proceeding with the other steps without pause. Age trends in the data for these tasks indicated that (1) 5-year-olds generally find some solutions by trial-and-error; (2) 7-year-olds generally find most solutions by trial-and-error; and (3) solutions by operational anticipation become common only among 7-year-olds on the easiest task. Age trends for solutions termed "efficient," "repetitive," or "rambling" illustrated an "intuitive" form of anticipation in which trial-and-error behavior involved strategic searching at each step. Such intuitive anticipation was found to increase between 5 and 7 years of age. Correlations between functional composition ability and several concrete operational abilities

support Piagetian theory. (RH)

ED 260 788

PS 015 244

Davidson, Philip M.

Development of the Class Variance Inference.

Pub Date—31 May 84

Note—15p.; Paper presented at the Annual Symposium of the Jean Piaget Society (14th, Philadelphia, PA, May 31, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Cognitive Ability, *Cognitive Development, *Inferences, Videotape Recordings, *Young Children

Identifiers—*Class Variance, *Concrete Operations, Developmental Patterns, Piagetian Theory

Distinguishing two forms of inference (additive and general variance), this paper describes a procedure for assessing class variance that attempts to control potentially confounding effects of verbal comprehension. The term "class variance" refers to the inference that a class remains invariant under arbitrary dichotomous partitionings. Additive variance refers to inferences in which subclass structure is additive and involves no class multiplication. General variance refers to inferences in which classes are partitioned multiplicatively. A broader theoretical issue addressed by this research is that of whether additive and multiplicative operations on classes develop simultaneously or asynchronously. It is hypothesized that applying variance in the case of additive subclasses would be achieved earlier than applying it in the general case of multiplicative subclasses. A total of 72 children were tested individually on four additive and three general variance problems. Subjects ranged in age from 5 years to 7 years, 10 months. Findings support Piaget's interpretation of additive class variance as a distinct acquisition of the concrete operational period. Performance on these problems shows progressive development across the age range of 5 through 7 years. Clearly, though, children do not achieve consistent success on these problems even at age 7, and this is especially true for general variance problems. (RH)

ED 260 789

PS 015 245

Davidson, Philip M.

The Relation between the Cognition of Functions and the Construction of Number.

Pub Date—31 May 84

Note—15p.; Paper presented at the Annual Symposium of the Jean Piaget Society (Philadelphia, PA, May 31, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Ability, *Cognitive Development, *Cognitive Processes, *Logic, *Mathematics Skills, Predictor Variables, Primary Education, Videotape Recordings, *Young Children

Identifiers—Coding, Concrete Operations, *Functional Properties, *Piagetian Theory

Explored were two issues raised by hypothesizing a direct link between number and functions: the relative contribution of distinct types of functions to numerical reasoning and the contribution of functions relative to the contribution of logic. Seventy-two children between the ages of 5 and 7 years were individually tested on measures of arithmetic operations, number conservation, composition of "extensional" and "intensional" functions, morphisms, class inclusion, class variance, and seriation. Three versions of each type of problem were administered, for a total of 24 tasks. All problems employed concrete materials. Performances were videotaped and coded on a six-point scale that took into account response content and quality of justifications and/or strategies. Findings support the general contention of the Piagetian model, i.e., that cognition of functions lays the groundwork for concrete operational cognition. In multiple regression analyses, extensional function ability was found to account for 62 percent of the variance in the measures of overall numerical ability. Intensional logic ability was found to be a significant predictor of all logic concepts tested. It is concluded that results suggest a new interpretation of the relation between number, class, and order, as well as a potential amplification of the Piagetian model which would take account of possibly distinct domains of prelogical and prenumerical functions in early thought. (RH)

ED 260 790

PS 015 247

Tyson, Patricia

Voter Registration, Education and Get-Out-the-Vote Lesson Plan.

Children's Foundation, Washington, D.C.

Pub Date—May 84

Note—24p.

Pub Type—Guides - Classroom - Teacher (052) EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Learning Activities, Lesson Plans, *Preschool Children, Preschool Education, *Toddlers, Voter Registration, *Voting

Designed to introduce the responsibilities of citizenship to children between 2 and 6 years of age, this 2-week lesson plan aims to ensure that children can explain the importance of voter registration and voting to their parents. It is also designed to develop in children a sense of the importance of exercising their citizenship rights. Specifically, learning activities are designed to enable children to demonstrate their understanding of (1) the value of registering, (2) making choices and the differences between political candidates, (3) the knowledge involved in making choices, (4) and voting. (RH)

ED 260 791

PS 015 248

Lange, Garrett

Instructional Formats Associated with the Development of Strategic Remembering.

Pub Date—Apr 85

Note—16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Educational Environment, *Elementary School Students, *Family Influence, *Kindergarten Children, Memory, Performance Factors, Primary Education, *Recall (Psychology)

Identifiers—Instructional Format, *Strategic Remembering

Very little is known about the conditions under which young children acquire strategic means of remembering in natural learning environments. A promising line of research attributes the emergence of "internal remembering strategies" to formal schooling environments. Data gathered from 173 children in kindergarten through the third grade indicated that types of environmental differences perceived by the children were consistent with some of the causal dimensions proposed by schooling theorists. However, increasing evidence of strategic study and retrieval behavior in preschool children point up the limitations of schooling hypotheses. It is difficult to know how frequently and in what ways adults direct instructional activities to everyday memorization tasks with preschoolers, or how systematic and persistent adults are in attempting to gradually transfer remembering responsibilities and strategy usage to their children. Research suggests that while mothers often refer to and demonstrate the use of adult-like strategies for remembering, they seldom persist in requiring the child to use the strategy to self-regulate recall. Nevertheless, even 2- and 3-year-olds are taught and expected to remember to perform simple recurring and pre-scheduled activities on a daily basis. Such experiences undoubtedly afford young children at least a rudimentary means-goal understanding of the recall function and may account for some of the strategy knowledge and use found in primary school students. (RH)

ED 260 792

PS 015 253

Kuchner, David

A Study of the Possibilities for Reversible Actions in Software for Young Children.

Pub Date—Jun 85

Note—24p.; This study was partially funded by a faculty research grant from the Office of Research and Program Development, University of North Dakota.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Graphics, *Computer Software, Developmental Stages, Early Childhood Education, *Educational Media, *Instructional Materials, *Kindergarten Children, *Logic, Young Children

Identifiers—*Reversibility (Psychology), Software Design, *Software Evaluation

A study was made of the extent and ways different

types of educational software allow young children to manipulate their own actions and, more specifically, to engage in reversible activity. Part 1 of the study consisted of an analysis of the types of reversible actions two kindergarten children engaged in and the actions they wanted to engage in but could not because of the nature of the software program they used. Part 2 of the study consisted of an analysis of a number of software programs designed to be of educational value for children between the ages of 5 and 8 years in which the basic activity is the construction or creation of pictures on the monitor screen. Programs analyzed were Grandmas' House, Kids at Work, Kidwriter, Pic.Builder, Rainbow Painter, Stickers, Story Maker, and StoryMaker. Analysis focused on the transformational activity related to the development of mental reversibility: negation; modifying of objects and their positions, movements, and arrangements; and the placing of objects into relationships through combining, separating and rearranging parts and wholes. After a brief review of the Piagetian concept of reversibility, results are discussed. Concluding remarks focus on characteristics of optimal "constructive" educational software. (RH)

ED 260 793 PS 015 256

Orr, Sally Haskett, George
Parental Leave: Options for Working Parents. A Report of a Conference Sponsored by the Association of Junior Leagues (March 1985).
Association of Junior Leagues, Inc., New York, NY.
Pub Date—Mar 85
Note—20p.

Available from—Association of Junior Leagues, Inc., 825 Third Avenue, New York, NY 10022 (\$3.50; 10 or more copies, \$3.00 each).
Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employed Women, *Employee Attitudes, *Employer Attitudes, *Federal Legislation, *Fringe Benefits, *Health Insurance, *Insurance, *Legal Problems, *Public Policy, *State Legislation, *Unions

Identifiers—*Maternity Benefits, *Parental Leave
This conference report addresses the issue of parental leave, particularly maternity leave at childbirth and parenting leaves for fathers and mothers after childbirth. Growing interest in this area is attributed to the dramatic change over the past 10 years in the labor force behavior of women. Currently existing national and employer policies for maternity leaves and disability and sickness insurance are reviewed, as well as laws in other countries and five U.S. states. Conference participants adopted a policy statement involving a rationale and a proposed list of strategies for acting on children's issues after discussing potential solutions. Summaries of presentations are included for the following topics: "Medical/Psychiatric and Child Development Perspective," "Employees' Experiences," "Employer and Union Experiences," "Public Provision of Benefits," "The Catalyst Study," "Legal Issues," and "Proposed Federal Legislation." A chart comparing the non-occupational disability laws of five states (California, Hawaii, New Jersey, New York, and Rhode Island) is also provided. (DST)

ED 260 794 PS 015 257

Lembke, Barbara
The Dynamics of Learning Styles as a Viable Teaching Paradigm.
Pub Date—Jun 85
Note—76p.; Exit Project, Indiana University.
Pub Type—Information Analyses (070) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Annotated Bibliographies, *Cognitive Style, Definitions, Early Childhood Education, *Educational Diagnosis, Elementary Secondary Education, Higher Education, Individual Differences, Literature Reviews, *Teaching Methods

A review was made of literature about individual differences in learning style. Four related topics were investigated: (1) learning style as the factor constituting individual differences among students; (2) the necessity of diagnosis to the learning style paradigm; (3) elements making up individual learning style differences; and (4) the relationship between academic achievement and matching instruction to students' learning styles. Three principal points stood out in the review of the literature. First, learning styles do exist. Second, learning styles are not difficult to identify and diagnose.

Third, when students are taught through their preferred learning styles, academic achievement increases. (RH)

ED 260 795 PS 015 262

Golomb, Claire Dunnington, Gordon
Compositional Development in Children's Drawings.

Pub Date—Jun 85
Note—13p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Children, *Cognitive Development, *Developmental Stages, *Freehand Drawing, Performance Factors, Preadolescents, *Spatial Ability
Identifiers—*Piagetian Theory

Data obtained under naturalistic conditions do not support the notion of a close fit between the growth of geometric concepts during the concrete operational period and "realism" in art. Realism here refers to the ability to portray the objective proportions of a figure, to coordinate spatial relations and distances, and to represent a scene in perspective. Participants were 161 children of predominantly middle-class background, ranging in age from 3 to 13 years. From six alternatives, four drawing themes were specified by the examiner, and their order of presentation was randomized: A Family, A Birthday Party, Children Playing, A Garden with Trees, Flowers, and a Pond. The tasks were administered on an individual basis or in small groups of 2 to 3 children. The Revised Compositional Scale (Golomb, 1983, 1984) was used to assess the spatial characteristics of the drawings and to identify compositional grouping principles. Where Piaget predicts a radical transformation in representational competence (perspective drawings), findings indicate some consolidation of skills and attention to specific aspects of figural differentiation, but spatial differentiation per se do not show the predicted transformation. Compositional strategies were found to be very much a function of the nature of the task and remained fairly simple for all ages and/or all tasks. The relationship Piaget proposed between drawing competence and spatial-geometrical constructs should be reassessed. (RH)

ED 260 796 PS 015 263

Short, Suzanne
Montessori Education from the Viewpoint of Analytical Psychology.

Pub Date—21 Apr 85
Note—20p.; Paper presented at the Annual Seminar of the American Montessori Society (25th, Washington, DC, April 19-21, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Psychology, Early Childhood Education, *Educational Philosophy, *Educational Psychology, Educational Theories, Montessori Method, *Psychiatry, *Psychoeducational Methods

Identifiers—*Jung (Carl G.), *Montessori (Maria)
Two disciplines, Montessori education and Jungian psychoanalysis, are connected by comparing the lives of Maria Montessori and C.G. Jung and their early professional and philosophical influences. The historical associations of the Montessori philosophy dating from the 1920's and 1930's are described, including the development of Montessori's views from the early theories of Jung and Freud. Specific psychoanalytic concepts of Montessori and Jung are compared and contrasted: namely, the ideas of the archetypes, the spiritual embryo, and sensitive periods. The author's personal experience with putting these ideas to work in the classroom or the psychological consulting room, based on her training as a Montessori teacher and a Jungian analyst, are described. (DST)

ED 260 797 PS 015 264

Randolph-Robinson, Brenda
The Depiction of South Africa in U.S. Materials for Children.

Council on Interracial Books for Children, Inc., New York, N.Y.
Pub Date—84
Note—41p.

Journal Cit—Interracial Books for Children Bulletin; spec iss v15 n 7-8, 1984
Pub Type—Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Audiovisual Aids, Blacks, Book Reviews, *Childrens Literature, *Colonialism, Elementary Secondary Education, Foreign Countries, Instructional Materials, Propaganda, *Racial Bias, *Textbook Bias, Whites
Identifiers—*Apartheid, *South Africa

The three articles in this issue provide (1) an examination of 19 current textbooks revealing most have misleading, inaccurate, or racist contents; (2) results of a study reviewing more than 40 children's books and finding that even the newest are generally inadequate, and older titles still in circulation are blatantly biased; and (3) a description and list of recommended audio-visual materials. The first and second of these articles were written by Brenda Randolph-Robinson; the third was written by Marylee Crofts. Also provided are suggestions concerning a variety of resources with which educators can disseminate accurate information about South Africa. (RH)

ED 260 798 PS 015 265

Child Care Needs of Mothers in Arkansas' Labor Force: A Statistical Study.
Arkansas Advocates for Children and Families, Little Rock.

Pub Date—28 Nov 84
Note—50p.; Funding provided through a grant by Arkansas Social Services.

Pub Type—Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Day Care, Early Childhood Education, *Employed Women, *Employer Supported Day Care, *Labor Force, Mothers, *Personnel Needs, State Surveys
Identifiers—*Arkansas, Census 1980, County Surveys

The major purpose of this paper is to increase employers' awareness of the impact that the rising number of working mothers has had on the need for day care in Arkansas as a whole and in their specific business locales. It is hoped that employers will be motivated to investigate and evaluate the advantages of providing some form of day care assistance as a fringe benefit. The paper estimates the number of children under age 6 who require some form of day care because their mothers work. It also estimates the number of school children ages 6 through 12 who require supervision after school, during school holidays, and during summer vacations because their mothers work. To serve the needs of different readers, the estimates are both for the state and for each of the 75 counties. In addition, estimates of the number of preschoolers whose mothers are in the labor force are made for a 30-mile radius around 16 labor centers. Statewide estimates are presented by race, by number of parents with whom the children live, and by urban or rural residence as defined by the 1980 Census. Appendix A lists the advantages and disadvantages of various options available to employers to assist their employees. (RH)

ED 260 799 PS 015 266

Levine, Marcy Orr, Sally
Child Care: Options for the Eighties. A Report of a Conference (Racine, Wisconsin, February 11-13, 1982).

Association of Junior Leagues, Inc., New York, NY.
Pub Date—Feb 82

Note—20p.; Conference sponsored in cooperation with the Johnson Foundation.

Available from—Association of Junior Leagues, Inc., 825 Third Avenue, New York, NY 10022 (\$3.50; 10 or more copies, \$3.00 each).

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conference Proceedings, *Day Care, Delivery Systems, Early Childhood Education, *Educational Trends, *Financial Support, Infants, *Information Services, *Preschool Education, Public Policy, Referral, *School Age Day Care, Toddlers

Child care is one of the six focus areas of the child advocacy program established in 1975 by the Association of Junior Leagues to ensure that children and their families have access to the services and opportunities necessary for growth and development. Participants in the Association's "Child Care: Options for the 80's" conference included 19 child-care experts from academia, government, the corporate sector, and private agencies, as well as representatives of 16 Junior Leagues concerned with child care in their communities, and represent-

atives of the Association. They examined the significant policies and developments in child care during the past decade and identified the major trends and issues expected to affect child care in the 1980s. This report provides the opening address, "Child Care: Trends and Issues," by Sheila B. Kamerman, and summaries of nine presentations focusing on infant and toddler child care, preschool programs, care for school-age children, information and referral services, and financing and delivery of services. At the conclusion of the conference, participants drafted an agenda for action, identifying five major issues and the strategies needed to address them. Findings and recommendations reached at the conference provide the basis for future public policy actions by the Association and individual Junior Leagues relating to child care. A list of participants concludes the report. (RH)

ED 260 800

PS 015 267

Cuneo, Diane O.

Young Children and Turtle Graphics Programming: Understanding Turtle Commands.

Pub Date—Apr 85

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Comprehension, Early Childhood Education, *Microcomputers, *Perspective Taking, *Programming Languages, *Spatial Ability, *Young Children

Identifiers—*LOGO Programming Language, Piagetian Theory, Rule Application

The LOGO programming language developed for children includes a set of primitive graphics commands that control the displacement and rotation of a display screen cursor called a turtle. The purpose of this study was to examine 4- to 7-year-olds' understanding of single turtle commands as transformations that connect turtle states and to characterize the nature of their misunderstanding. Children were introduced to a highly simplified turtle graphics environment that included four possible turtle orientations and four legal commands. Children were then shown events consisting of an initial turtle state, a command transformation, and the resulting turtle state. They were asked to indicate the key/command involved in each event. Most children systematically misunderstood the commands. Younger ones associated each of the four commands with displacement in a particular direction and rotation to a particular orientation. Overall, most children performed much as Piaget's theory predicts. When the turtle rotated, they tended to focus on features of the final turtle state, ignoring both initial state and transformation information. When the turtle changed location, children seemed to attend to the transformation itself. Younger ones, however, tended to define the displacement from their own or the display screen's frame of reference rather than from the turtle's frame of reference. (Author/RH)

ED 260 801

PS 015 268

King, Marian

Educating Children to Proper Eating Habits in the Classroom.

Pub Date—[83]

Note—21p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Behavioral Objectives, *Eating Habits, *Food, *Grade 1, *Kindergarten Children, *Learning Activities, *Nutrition Instruction, Primary Education

A brief discussion of proper nutrition in general precedes an examination of proper nutrition for school children and the specification of nutrition education objectives for kindergarten or first grade students. The remainder of the paper delineates food projects by which objectives can be realized (for example, snack necklace, jack-o-lantern tortillas, cranberry turkeys, heart sandwiches, bunny salad, and vegetable kabobs). A reference list is appended. (RH)

ED 260 802

PS 015 269

Watkins, Gwyneth A. Bonyun, Rosemary G.

The Primary Alternative School, Final Report, 1984-85. Research Report 85-83.

Ottawa Board of Education (Ontario). Research Centre.

Pub Date—May 85

Note—60p.

Pub Type—Reports—Research (143)—Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Educational Innovation, Foreign Countries, Interviews, *Nontraditional Education, *Parent Attitudes, *Parent Participation, *Preschool Education, *Primary Education, Program Descriptions, Questionnaires, *Student Needs

Identifiers—Canada (French Provinces), *Ontario (Ottawa), Parent Preschool Resource Centre ON

In the spring of 1982, the Ottawa Board of Education endorsed the concept of a Primary Education Centre (PEC). It opened in the fall of 1982 with four components, namely, the Primary Alternative School (PAS), the Parent Preschool Resource Centre (PPRC), the Carleton Preschool, and the Childbirth Association. This final report is an updating of areas covered in earlier reports with reference made to any changes or modifications over the three years of operation. The views of two specific categories of parents (those whose children had been enrolled in the PAS for all 3 years and those whose children were enrolled for the first time this year) are presented, and the 3 years of operation of the PEC and the third year of PAS are described. The PEC is described in terms of concept, components, and sharing by component elements; PAS is described in terms of personnel, school program, pupils, departures from the school, and parents. Information obtained by parent interviews and questionnaires focuses on the concept of an alternative school, pupil needs, parent participation, modifications needed, and plans for the future. A concluding statement offers recommendations. Appendices provide data about parents' views regarding the opportunity to experience 26 aspects of school life and the questionnaire and structured telephone interview used in the 1985 survey. (RH)

ED 260 803

PS 015 270

Donaldson, Morag L.

Young Children's Production of Causal Connectives.

Pub Date—[83]

Note—18p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comprehension, Foreign Countries, *Language Acquisition, *Logic, *Physical Environment, *Preschool Children, Preschool Education, *Psychology

Identifiers—*Causal Connectives, Cause Effect Relationship, *England, Explanations, Physical Properties

In a series of elicited production experiments, eight 3-year-olds and eight 4-year-olds were asked to explain three types of phenomenon: physical, psychological, and logical. Three main findings emerged from an analysis of the children's uses of the causal connectives, 'because' and 'so.' First, the children made very few errors in producing the causal connectives. Only 6 percent of the children's uses involved inversions of the cause-effect relationship. Second, the children's ability to use the causal connectives appropriately did not vary according to the type of phenomenon being explained. Third, the explanations were appropriate to the type of phenomenon being explained. For example, the children usually explained physical phenomena in terms of physical causality. Thus, contrary to Piaget's claims (1929), the children did not tend to psychologize. Results are contrary to those of Piaget (1926, 1928, 1929, 1930) and also to those of several comprehension experiments (e.g., Corrigan, 1975; Kuhn and Phelps, 1976; Emerson, 1979). On the other hand, the present results are consistent with the results of Hood's (1977) production study. Possible reasons for the discrepancy in results are discussed with particular reference to the relationship between comprehension and production of language. (Author/RH)

ED 260 804

PS 015 271

Gray, William M.

The Structure of Operational Thought: A Replication and Extension.

Pub Date—Jun 85

Note—28p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Adults, *Children, *Cognitive Development, *Developmental Stages, Factor Analysis

Identifiers—*Concrete Operations, *Formal Operations, How Is Your Logic Test, Replication, Research Results

To replicate and extend Grey's (1981, 1985) studies involving junior-high school students, "How Is Your Logic?" (a 26-item, Piagetian-based, group-administered written test of cognitive development) was given to 553 subjects, 10 through 48 years of age. Each item of the test measured either a specific concrete operation or a specific formal operation. Image analyses of the inter-item correlation matrix of the formal operations items alone completely replicated the results of a previous study, and image analyses of the inter-item correlation matrix of all the items together partially replicated the results of the same previous study. These results are interpreted as providing support for the contention that concrete operations and formal operations are defined by separate but interrelated logical processes. (Author/RH)

ED 260 805

PS 015 273

Barron, Marlene

Recording & Reporting: A Comprehensive Early Childhood Recordkeeping System.

Pub Date—85

Note—30p.; The substance of this booklet is based on two articles originally published in the early 1980s in "The Constructive Triangle Magazine."

Pub Type—Guides—Classroom—Teacher (052)—Guides—Non-Classroom (055)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Classroom Observation Techniques, Early Childhood Education, *Instructional Development, *Parent Teacher Conferences, *Recordkeeping, *Records (Forms), Teacher Responsibility

Intended for early childhood teachers and supervisors, this booklet describes and illustrates a comprehensive recordkeeping system that is based on written observations. The full recordkeeping system includes daily classroom observational notes, monthly cumulative summaries, checklists, monthly plans, and bi-yearly progress reports. Daily notes and cumulative summaries are the basis for individualized planning. The cumulative record, a synthesis of previous observations and plans, is the basis for parent conferences and written reports. The recording system guides staff in making daily observational notes and anecdotal records, cumulative summaries, full class conceptual and skill charts, individualized plans, progress reports, and work folders. The reporting system aids staff in summarizing and evaluating parent/teacher conferences and writing reports to schools, agencies, and parents. Illustrations of behavior records, cumulative records, skill and concept charts, monthly plans, progress reports, conference summary, conference evaluation, parent reports, school reports, and faculty memos are provided. (RH)

ED 260 806

PS 015 274

Barron, Marlene

Are You a Manager? or Are You a Leader?

Pub Date—Apr 85

Note—10p.; Paper presented at the Annual Seminar of the American Montessori Society (25th, Washington, DC, April 19-21, 1985).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Administrative Principles, Early Childhood Education, *Educational Environment, Elementary Education, Institutional Characteristics, *Leadership, *Leadership Responsibility, Montessori Method, Principals, *School Administration, Teacher Administrator Relationship

Identifiers—*Montessori Schools

Adults who work in Montessori schools often experience loneliness, stress, and burnout. Evidence suggests that the way an organization is managed has considerable impact on the mental health of the people who work in it. It is important to recognize that leadership and managerial roles differ. The head of a school, as leader, moves the organization towards its goals. The manager's principal role is to maintain the status quo in an organization. Phases of school development make different demands on leaders. In pioneer and expansion stages, everyone's energies, talents, and resources are focused on the goal, the creation of the Montessori school. In the consolidation phase, curriculum richness becomes

apparent in the classrooms and playspaces, and even the office area often boasts of a copying machine. But have the teachers, who are not being provided subsistence level salaries, shared in this richness? At the present time insufficient numbers of potential teachers are entering training. Serious problems such as these can be solved by skilled school leadership. (RH)

ED 260 807 PS 015 275

Schroeder, Eberhard Edelstein, Wolfgang.
A Model of the Development of Concrete Operations: Synchrony or Decalage?

Pub Date—Jun 85

Note—18p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Conservation (Concept), Foreign Countries, Longitudinal Studies, Models, *Young Children

Identifiers—*Concrete Operations, Developmental Patterns, Iceland

In a longitudinal study conducted in Reykjavik, Iceland, 60 male and 61 female subjects were tested at 7, 8, and 9 years of age in order to investigate their comprehension of three concrete-operational concepts (conservation, class inclusion, and logical multiplication). This report focuses on a logical reconstruction of the developmental sequence of the three concrete-operational concepts. Based on a structural task analysis, a developmental model was postulated that defines the emergence and consolidation of concrete operations as a successive (cumulative) process. Empirically, all children in the longitudinal study followed an invariable developmental sequence corresponding to a unidirectional model. Methodological implications of the longitudinal design and the logical formulation of multilateral developmental models are discussed and an empirical evaluation and statistical test of the developmental model is provided. It is concluded that the findings may be viewed as additional theoretical and statistical evidence for the decalage hypothesis of the development of concrete operations. (Author/RH)

ED 260 808 PS 015 277

Sidman-Phillips, Leona

Gateway to Lessons: The Call to Lesson, Enabling and Disabling Functions.

Pub Date—Mar 85

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Classroom Observation Techniques, Classroom Research, *Classroom Techniques, Elementary Education, *Elementary School Students, *Elementary School Teachers, Ethnography, Qualitative Research, Small Group Instruction, Student Behavior, *Teacher Behavior, *Time Factors (Learning), Time on Task, Videotape Recordings

Identifiers—Coding, *Transition Activities (Classroom)

An ethnographic study was made of the portion of pre-lesson transition activity, the call to lesson time (CTL), devoted to "setting up" lessons in elementary classrooms. Participants were two teachers and 62 elementary school students in two classrooms: a grade 1-3 open classroom and a traditional third grade classroom. Videotapes of 7.5 months of classroom activities provided a record of 105 lessons. Qualitative analysis of the data used Mehan's method of analytic induction combined with Barnlund's theory of meaning. Measures coded included time spans, the cast of characters, and who said what to whom. These later data were then coded for communication content, initiator and recipient of contact, and classroom "climate." In addition, data on lessons were coded for various time and time-on-task measures, and the development of the organizational system in each class was traced. A small set of recursive rules incorporating all the data were derived, various quantitative tests were run on the data from CTLs and lessons, and a statistical description of the classroom events emerged. An experimental intervention, undertaken to enrich the data, provided additional, strikingly dramatic data about the nature of the relationship of CTL to lesson.

son. It is concluded that the little event called CTL has more complexity and power than traditional wisdom suggests. (RH)

ED 260 809 PS 015 278

Gillingham, Mark G.

Microcomputers, LOGO, and Young Children: Building a Powerful Environment.

Pub Date—Nov 83

Note—39p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1983).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Processes, Cognitive Style, Early Childhood Education, *Learning Experience, *Microcomputers, *Perception, Social Behavior, Teacher Role, *Young Children

Identifiers—*LOGO Programming Language

Assuming that computers will be part of programs for young children, this paper initially describes skills children exhibit in play at computers, provides a scenario of a child's first encounter with a computer, and offers a rationale for including computers in young children's programs. Subsequent material describes the LOGO computer language, supplemented with printouts of computer commands and graphic outputs. A rationale for the use of LOGO by young children and their teachers is provided, and ways LOGO facilitates the development of cognitive and perceptual skills are described. Concluding brief remarks offer suggestions to teachers about beginning their involvement with computers. (RH)

ED 260 810 PS 015 279

Beck, Steven Collins Lynn

Children's Sociometric Groups: Developmental and Stability Issues.

Pub Date—May 85

Note—9p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 2-4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, *Elementary School Students, Grade 2, Grade 5, Individual Differences, Longitudinal Studies, *Peer Relationship, *Research Methodology, Research Problems, Social Development, *Sociometric Techniques

Identifiers—Developmental Patterns, *Sociometric Status, *Stability (Social Relationships)

The stability of sociometric measures and their use for classifying elementary-age children are discussed. This is an important topic because of the assumption that childhood social maladjustment is a very stable and consistent phenomenon. Sociometric scores were collected over a 7-month period in a study of potential developmental differences between second and fifth grade children. Of 231 children from a middle to middle-lower socioeconomic school district outside a large Midwestern city, 53 were classified as popular children, 48 as rejected by peers, 20 as neglected by peers, 27 as controversial, and 83 as average. Over the 7-month period, sociometric groups were found to be consistent on the average of 32 percent. Rejected children were the most consistent group (52 percent), followed by popular children (43 percent), neglected children (23.5 percent), sociometrically average children (20.5 percent), and controversial children (18.5 percent). It is concluded that classification based on only one data collection may be problematic for the assignment of children to sociometric groups for research purposes, and especially so for the selection of children for clinical intervention. (RH)

ED 260 811 PS 015 280

Ungerer, Judy A.

The Development of Script Knowledge in Children from 18 to 30 Months of Age.

Pub Date—Apr 85

Note—14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Cognitive Development, Imitation, *Infants, *Role Perception, *Toddlers

Identifiers—*Scripts (Knowledge Structures), *Temporal Patterning

The purpose of this research was to examine 18- to 30-month-old children's use of scripts for representing common events. A script is defined as a model that specifies the roles and props appropriate to an event and identifies a sequence of acts for achieving the goal defined by the event. Two aspects of script knowledge were investigated: (1) the development of the ability to maintain the appropriate temporal order of events within a script and (2) the development of the ability to represent social roles within a script. The white, middle-class sample consisted of boys and girls from four age groups: 18, 22, 26, and 30 months of age. A total of nine action sequences was modeled for each child-three using a single doll as a passive recipient of action (bathing, eating, and going to bed), three composed of non-meaningful combinations of script sequences, and three using one doll as an independent agent and one as a passive recipient of action. All sequences were four acts in length. Several measures summarizing subjects' imitation task performance were scored. Results demonstrated that children as young as 18 months of age incorporate information about the temporal order of actions in their script knowledge of events. Few children demonstrated an understanding of differentiated role structures. Age differences were found, but these appeared to be more quantitative than qualitative in nature. (RH)

ED 260 812 PS 015 281

Smilie, David

Human Development, Human Evolution.

Pub Date—6 Jun 85

Note—11p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Comparative Analysis, *Cooperation, *Evolution, *Individual Development, *Infants, Sociobiology

Identifiers—*Chimpanzees, Comparative Evolution, *Piagetian Theory, Referential Communication

One of the truly remarkable events in human evolution is the unprecedented increase in the size of the brain of "Homo" over a brief span of 2 million years. It would appear that some significant selective pressure or opportunity presented itself to this branch of the hominid line and caused a rapid increase in the brain, introducing a wholly new kind of cognitive orientation toward the external environment. The nature of the causes of this dramatic shift are presently under debate. Arguably, the remarkable increase in the size of the brain of different species of "Homo" arose from the selective advantages of a communication system permitting the exploitation of shared information. To test this evolutionary hypothesis, it is useful to look at patterns of development in humans and in our nearest primate relatives, chimpanzees. Comparison of developmental patterns of human infants and comparable chimps shows that human infants go through a developmental sequence of (1) showing an object to an adult, (2) giving objects to others, (3) pointing to objects in a communicative context, and (4) labeling objects by means of a vocalization. Infant chimps go through the stage of showing, but they do not give, point, or label. Positing the existence of a cooperative strategy in Pliocene hominids is consistent with these developmental differences. (RH)

ED 260 813 PS 015 282

Haggstrom, Gus W. And Others

Changes in the Lifestyles of New Parents.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.—ISBN-0-8330-0619-3; Rand-R-3182-NICHD

Pub Date—Dec 84

Contract—NICHD-N01-HD-12819

Note—205p.

Available from—Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 (\$15.00).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Career Development, Citizen Participation, Comparative Analysis, *Employed Parents, Enrollment, Ex-

pectation, Family Income, *Family Life, Fathers, *Life Style, Locus of Control, Longitudinal Studies, Marital Instability, Mothers, National Surveys, Occupational Information, One Parent Family, Parent Attitudes, *Parents, Self Esteem, Tables (Data), Well Being, Work Attitudes, *Young Adults

Identifiers—*Parenthood

This study examines how becoming a parent affects the lives of young men and women during the 7-year period following their graduation from high school. The study is based on data from the National Longitudinal Survey of the High School Class of 1972 (NLS), a large panel study of over 22,000 high school seniors who were the subjects of four follow-up surveys in 1973, 1974, 1976, and 1979. The research focuses on two subpopulations of the NLS: the over 8,000 participants who became parents by late 1979, and the approximately 5,000 who married but were childless at that time. Primary interests of the investigation were the educational and employment activities of the young adults. Also explored were the effects of parenthood on participation in political affairs and community groups, marital stability, financial well-being, and several attitudinal measures, including educational and career expectations. The principal finding was that young couples who became parents in the 1970s, like those in previous decades, modified their lifestyles in accordance with traditional family roles: the women serving as homemakers and mothers and the men as breadwinners. On the whole, they have met the demands and responsibilities of parenthood without changing their views of who they are or what they wish to accomplish. (RH)

ED 260 814

PS 015 283

Fauch, Marvin. And Others.

The Perry Child Development Center in the Ypsilanti, Michigan School District: An Evaluation of a Kindergarten Cluster Program.

Pub Date—Apr 85

Note—38p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Early Childhood Education, Evaluation Methods, Grouping (Instructional Purposes), *Kindergarten, *Parent Attitudes, *Program Evaluation, Questionnaires, *Teacher Attitudes
Identifiers—*Cluster Concept Program, Michigan (Ypsilanti), *Perry Child Development Center MI

An evaluation study of the Child Development Center (CDC) for kindergarten children in Ypsilanti, Michigan, was authorized by the school board for the 1983-84 school year. All kindergarten and first grade teachers were interviewed in their schools. One hundred parents of kindergarten children and 100 parents of first grade students also were interviewed. Care was taken to reassure teachers that their judgments concerning the CDC would be communicated in the final report and that they would remain anonymous. Interview forms for teachers and parents were developed. Teachers and parents were asked to evaluate both the concept of placing all kindergarten classes in a single building and the implementation of the concept at the CDC in Perry School. Additionally, a search of the educational literature was made to ascertain whether educators from school districts other than Ypsilanti had reported on efforts and activities to place all kindergarten classes within a single school building. No cases comparable to the Ypsilanti CDC were found. Copies of the evaluation plan, interview instruments, and summaries of the teachers' and parents' responses are provided. Findings suggest that the CDC concept as implemented in the Ypsilanti School District should be retained. (RH)

ED 260 815

PS 015 284

Dawson, Brenda. Jeffrey, D. Balfour.

Integrating Children's Television Food Advertising Research with the Delay of Gratification and Resistance to Temptation Research.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
Pub Date—[83]

Grant—NICHHD-12073; NSF-ISP-8011449

Note—32p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Children, Conflict, *Delay of Gratification, *Eating Habits, Literature Reviews, Observational Learning, *Parent Child Relationship, *Research Design, *Television Commercials

Identifiers—Research Integration, Research Results, *Resistance to Temptation

This review considers parents' ability to control their children's consumption of heavily advertised, low-nutrition foods and children's ability to control their own consumption of these foods. In particular, research on television advertising's effect on children and children's development of the ability to delay gratification and resist temptation is examined. The areas in the television advertising research which are addressed are: (1) the extent of television advertising directed to children; (2) the content of children's commercials and techniques used by advertisers to enhance the content; (3) the effects of television commercials on children's actual behavior; (4) the experimental manipulation of children's food preferences via television advertising; and (5) parent-child conflict which is associated with television advertising. Attention is then turned to an examination of research on the experimental manipulation of delay of gratification and resistance to temptation. The effects of observational learning on self-control are also considered. In conclusion, an experimental research paradigm is suggested for providing needed information on the causal relationship between advertising and resistance to temptation. (Author/RH)

ED 260 816

PS 015 285

De Vincenzo, Jose P.

Perturbations and Compensations in Social Cognitive Conflict: A Functional Analysis of Cognitive Development.

Pub Date—Jun 85

Note—45p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Ability, Cognitive Development, Compensation (Concept), *Conflict, *Cooperation, *Peer Relationship, Problem Solving, Qualitative Research, Social Cognition, *Social Influences, Statistical Analysis, *Young Children

Identifiers—Equilibrium (Piaget), Equilibrium Model, *Functional Properties, Piagetian Theory
Piaget's last works (1973, 1977, and 1980) add a dynamic aspect to his earlier exceptionally formal structural model. He portrays change in more functionalistic terms and describes conflict, referring to the process of perturbations and compensations to explain the regulations of the network of cognitive cycles. He suggests three types of balances or compensatory responses: Alpha, Beta, and Gamma compensations. These writings, however, ignore the social aspects in Piaget's functional analysis. On the other hand, Doise explicates social cognitive research paradigms which induce cognitive development, but he ignores the functional analysis of the peer interaction. Taken together, these two lines of research appear to complement each other. The present study attempts to join and extend these two theoretic positions. A total of 50 children from 8 to 10 years of age worked in triads (composed by similar or different age levels) and alone during five independent sessions on selected Piagetian experiments in contradictions. Results showed: (1) in general, co-construction produced earlier, more significant, and generalizable progress than individuals working alone and (2) in a qualitative exploratory analysis, increasing levels of compensations (Alpha, Beta, and Gamma) were identified, providing information on the gradual coordination between competing affirmations and negations. (Author/RH)

ED 260 817

PS 015 286

Nelson, JoAnn Neville.

Toward Quality of Match: Relationships between Children's Temperament and Specific Aspects of Parent Behavior.

Pub Date—Mar 85

Note—25p.; Paper presented at the Future of Parenting Symposium (Chicago, IL, March 21-24, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Fathers, *Mothers, *Parent Influence, Parent Role, *Personality Traits, *Preschool

Children, Preschool Education, *Sex Differences, Socialization

Identifiers—Iowa Parent Behavior Inventory, *Parent Behavior, Parent Temperament Questionnaire

To examine relationships between parents' ratings of children's temperament or behavior style and behavior of mothers and fathers toward individual children, 47 mothers and 47 fathers with a preschool child independently completed the Parent Temperament Questionnaire and the Iowa Parent Behavior Inventory. Dimensions of temperament measured included children's activity level, mood, intensity, persistence, adaptability, and tendency to approach; dimensions of parent behavior measured included parent involvement, reasoning guidance, limit setting, responsiveness, and intimacy with child. Mothers' and fathers' ratings of children's temperament were significantly correlated in all measures except persistence. Mothers rated girls higher in mood than boys. Mothers and fathers were significantly correlated in all behavior factors except responsiveness. Parent involvement was associated with children's persistence. Reasoning guidance in mothers was associated with children's positive mood and tendency to approach. Among fathers, reasoning was related to the child's persistence. Limit setting was related to positive mood and persistence among fathers. Among mothers, it was related to boys' approach. Intimacy, as a mother's behavior, was related to children's adaptability and age. Responsiveness among mothers and fathers was associated with children's intensity. Sex differences emerged in the relationships between parent behavior and child temperament, with differing patterns among mothers and fathers. (Author/RH)

ED 260 818

PS 015 287

Nicolopoulou, Ageliki.

Young Children's Development of Similarity and Difference Relations.

Pub Date—Jun 85

Note—18p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Classification, *Cognitive Ability, *Preschool Children, Preschool Education, Research Methodology, Spatial Ability, *Spontaneous Behavior

Identifiers—Analytical Methods, Coding, Construction Tasks, Dialectic (Concept), Difference Relations, Piagetian Theory, *Predicate Structure, *Preoperational Thought, Similarity Relations

The present study examines interrelations between young children's conceptions of similarity and difference prior to the operational coordination of these relations. A total of 24 preoperational children, 8 each at 3, 4, and 5 years of age, were tested with a classificatory task. Materials included four different geometrical shapes, with four identical objects of each shape. Objects of the same shape were of the same color, while each of the four shapes had its own color. Each child was tested individually and the entire session was videotaped. All 16 objects were presented in a random pile, and the children were asked to make something with the objects. Analysis focused on the way children's spontaneously built constructions exhibited the spatial relations of contact or contact-and-separation combined with the features of uniformity, complete and incomplete alteration, or no apparent pattern. Results indicate that 3-year-old children express relations of similarity and difference in a limited form. Four-year-old children express differences through contact, a previously infrequent form. When this form includes all given objects, it expresses maximum differences. By 5 years of age, when this form includes all given objects, it spatially alternates equal numbers of same objects and different classes. The similarity relation at all three age groups is marked through an infrequent form that expresses consistency in the criteria of predication, although the number of classes or objects included in these constructions differs by age. (Illustrated coding categories are included.) (RH)

ED 260 819

PS 015 288

Cann, Arnie. Palmer, Susan.

Sex Stereotype Effects on Children's Ability Generalizations.

Pub Date—Mar 85

Note—8p.; Paper presented at the Eastern Psycho-

logical Convention (Boston, MA, March 21-24, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Cognitive Ability, *Competence, Elementary Education, *Elementary School Students, *Generalization, *Sex Stereotypes

Identifiers—*Interference Effects

Children's ability to make logical generalizations when their sex stereotyped expectations are challenged was assessed. Participants were 45 elementary school children ranging in age from 84 to 122 months, with an average age of 103 months. There were 22 males and 23 females in the sample. Activities were rated by college students as more likely to be engaged in by boys or by girls. A total of 16 female pairs and 16 male pairs of activities were selected for presentation to the children. The 32 pairs of activities were arranged in four replications of eight possible combinations (sex of superior child X sex of inferior child X sex type of activity pair). Simple line drawings of children were used as stimuli during the questioning; drawings were of two same sex children or two opposite sex children, depending upon the trial. On each trial, the experimenter indicated the child on the right in the picture was better than the child on the left in performing the first activity in the pair. The child was then asked to indicate which of the two was likely to be better at the second activity. Results indicate that children's inferences about the generalizability of skills are strongly biased by their sex stereotypes. (RH)

ED 260 820

PS 015 289

Hart, Silvia S. And Others

Memory in the Elementary School Classroom:

How Teachers Encourage Strategy Use.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—Apr 85

Grant—NIE-G-83-0047

Note—23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Classification, Classroom Observation Techniques, *Cognitive Ability, Cognitive Development, Definitions, Elementary Education, *Elementary School Students, *Elementary School Teachers, *Memory, *Teacher Behavior, *Teacher Influence

Identifiers—*Strategy Training

Little is known about how teachers encourage memory activity and strategy use in children. In order to gain such information, 69 teachers of grades K through 6 were observed in five 30-minute periods. A total of 292 strategy suggestions and 15 instances in which the teacher attempted to suppress spontaneous strategy use were observed. Teachers averaged 4.23 category suggestions, with 10 percent of the teachers producing no such suggestions. Narrative descriptions of strategy suggestions were classified reliably into 12 category types, ranging from rote memorization to various elaboration strategies and metamemory suggestions. Strategies mentioned were generally appropriate for grade level and subject matter. Teachers at grades 2 and 3 suggested strategies more often than did other teachers. Suggestions regarding the use of several kinds of external aids in study varied appropriately with grade level. Teachers were increasingly likely at higher grades to accompany a strategy suggestion with a rationale about the value of the strategy in facilitating memory and task performance. They rarely attempted to suppress children's spontaneous strategies. When they did, it was usually in conjunction with a suggestion for the use of some alternative strategy. Definitions of categories used in classroom observations and a descriptive classification of the 12 strategy suggestions used by teachers are provided. (Author/RH)

ED 260 821

PS 015 290

Putallaz, Martha And Others

Sociometric Status and Adjustment: A Developmental Perspective.

Spons Agency—Grant (W.T.) Foundation, New York, N.Y.

Pub Date—Apr 85

Note—13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

ment (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Adjustment (to Environment), Affective Behavior, Elementary Education, *Elementary School Students, Grade 1, Grade 3, Grade 5, *Peer Evaluation, *Peer Relationship, Physical Health, *Self Concept, Student Behavior

Identifiers—*Sociometric Status

The relationship of perceived and actual sociometric status to outcome variables in academic, behavioral, psychological, and physical health adjustment domains among elementary school children was examined. Participants were 180 first, third, and fifth grade public school children, their parents, and teachers. Sociometric status was assessed with a sociometric rating questionnaire. Children also completed measures of depression, anxiety, and perceived competence and estimated the sociometric rating score they received from their classmates. Parents completed a questionnaire concerning observations of their children's behavior; teachers assessed cognitive competence and academic rank in class; and school records provided the remainder of the data. Findings indicated that (1) the relationship between sociometric status and adjustment appears to be evident immediately in children across all four adjustment domains; (2) of the four adjustment domains studied, sociometric status appears to be most highly related to academic adjustment; (3) the relationship between sociometric status and adjustment appears to be strongest for first graders; and (4) it is not necessary for children to perceive their sociometric status accurately for negative outcomes to occur. (RH)

ED 260 822

PS 015 291

Kose, Gary

Children's Representations of Spatial and Temporal Relations.

Pub Date—Jun 85

Note—16p.; Paper presented at the Annual Symposium of the Jean Piaget Society (15th, Philadelphia, PA, June 6-8, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Children, Freehand Drawing, Photography, *Spatial Ability, *Time Perspective

Identifiers—Accuracy, Media Role, Referential Communication, *Representational Competence, Symbolic Representation, *Temporal Patterning

Studies of children's representation of spatial relationships and ability to respond to temporal relationships in photographs are reported. Participants in the study of spatial relationships were 90 children at 5, 8, and 11 years of age, who were asked to reproduce three types of depth relationship: enclosure, occlusion, and perspective. Each child was assigned to either a drawing or a photographic condition. Results revealed that the particular type of spatial relationship had an effect on the children's ability to make accurate reproductions and that this effect varied in the drawing and photographic conditions. Data further indicated that children's representations of spatial relationships are closely tied to the particular media of representation. In the study of temporal relationships in photographs, participants were 96 children at 7 and 11 years of age, who responded to a series of eight photographs depicting a variety of subject matter. Recorded interviews were analyzed for changes in tense, the adverbials "before" and "after," and for any mention of past or future circumstances that could surround the photographs. All subjects made some reference to time during the interviews; however, they were most concerned with discussing the present situation and the appearance of the photos. Statements referring to temporal relationships were grouped in categories concerning actions, events, spatial transformations, or the photographic medium. The finding that types of responses varied among photographs suggests that concerns about time can become part of what is represented in static, atemporal symbols. Findings are interpreted in terms of Werner and Kaplan's (1963) approach to the problem of representation. (RH)

ED 260 823

PS 015 292

Grotto, Vittorio Di Stefano, Gabriele

Social and Functional Marking in Spatial Transformation Task (Marquage Social et Marquage

Fonctionnel dans une épreuve de Transformation Spatiale).

Pub Date—Jul 85

Note—11p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (8th, Tours, France, July 7-10, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Elementary School Students, Foreign Countries, Grade 1, *Kindergarten Children, *Performance Factors, Primary Education, *Spatial Ability

Identifiers—Functional Marking, Italy, *Social Marking, Spatial Tests, *Spatial Transformation Task

Non-conserving children have been shown to progress in a spatial transformation task if the material is socially marked, i.e., when there is a correspondence between the cognitive relations and some social relation (Doise and Mugny, 1981). The present experiment was designed to assess the efficacy of social marking when the social necessity of conserving relationships is not directly expressed in the material. Also studied was the issue of whether the functional marking of display produces the effects associated with social marking. A total of 280 kindergarten and first grade children were pretested in a task that required a complex transformation to preserve the relation between elements in a spatial array. Then, 82 non-conserving subjects were assigned to one of four conditions: (1) social marking of material; (2) social marking without any expressed social relation; (3) functional marking; and (4) control condition. In the test phase, the two socially marked conditions yielded performances superior to those in the others, with performance in the functionally marked condition superior to that in the control condition. In the post-test phase, significant progress was observed in both of the socially marked conditions, while only marginal progress was found for the other conditions. (Author/RH)

ED 260 824

PS 015 293

Grotto, Vittorio Di Stefano, Gabriele

Social Marking and Socio-Cognitive Conflict in Spatial Transformation Tasks.

Pub Date—Sep 84

Note—13p.; Paper presented at the British Psychological Society Conference (Lancaster, England, September 14-17, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Adults, *Elementary School Students, Foreign Countries, Grade 1, *Kindergarten Children, *Performance Factors, *Perspective Taking, Primary Education, *Spatial Ability

Identifiers—Italy, *Social Marking, *Social Roles, Spatial Tasks, Spatial Transformation Task

These studies aim to determine whether a partner's social role and extent of incorrectness were factors capable of interfering with the effects of social marking in spatial transformation tasks. Social marking refers to a condition in which correspondence exists between cognitive relations and some social relation. Experiment 1 assigned 68 non-conserving kindergarten children and first grade students to two conditions with socially marked materials (model schoolroom) and two with socially unmarked materials (model village) crossed by two conditions with a systematically incorrect adult and two with another nonconserving child. Pretesting required subjects to reconstruct a model village on a base oriented differently from a standard model. In the experimental interaction phase subjects were placed in an easy position from which tasks with marked or unmarked materials would pose no cognitive problems and were confronted by partners occupying a position made difficult because, from their perspective, the orientation of the bases was reversed. Posttesting placed individual subjects in the difficult position and employed socially unmarked, model village materials. In the interaction phase, groups using socially marked materials produced more correct performances than groups using unmarked materials, and in the posttest phase, groups using socially marked materials progressed more than groups using unmarked materials. Results of experiment 2 indicated that social marking produced less progress when the adult's model is less perceptually incorrect. (RH)

ED 260 825

PS 015 295

Hoegl, Joergen

Effectiveness of Early Childhood Education Programs: A Review of Research.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jan 85

Note—26p.; For other papers in this series, see PS 015 296-305.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Developmental Continuity, Disadvantaged Youth, *Early Childhood Education, *Educational Assessment, *Educational Environment, Emotional Development, Evaluation Utilization, Intelligence Quotient, Parent Participation, Policy Formation, Program Administration, *Program Design, *Program Effectiveness, Research Utilization, Social Development, Social Responsibility, *Socioeconomic Background, Student Placement, Teacher Student Ratio

Identifiers—*Illinois

Undertaken as a background paper for an early childhood education policy study intended to identify current issues in early childhood education and policy alternatives for consideration by the State Board of Education of Illinois, this report focuses on the effectiveness of early childhood education programs. Specifically addressed are (1) reasons commonly advanced for offering education at an early age, (2) indicators of program effectiveness, (3) types of programs and program characteristics in the light of their relative effectiveness, (4) the SES of children who benefit from programs, and (5) the developmental role of early childhood education programs in the child's learning environment. A review of research for each of the following topics is covered in the paper: rationale for early childhood education, indicators of program effectiveness (including IQ, scholastic achievement, scholastic placement, non-cognitive development, and social responsibility), types of characteristics of programs (including leadership, program duration, adult-child ratio, curriculum, continuity, program location, and parent involvement), the SES difference of children in relation to benefits from early childhood education, and the learning environment. (DST)

ED 260 826

PS 015 296

Gray, Rosemarie

Criteria to Determine Entry into School: A Review of the Research.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Feb 85

Note—18p.; For other papers in this series, see PS 015 295-305.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Admission Criteria, Age Differences, Age Grade Placement, Birth Order, Early Admission, Early Experience, Enrollment Influences, Individual Differences, *Kindergarten, *Maturity (Individuals), Primary Education, *School Entrance Age, *School Readiness, Sex Differences, Social Adjustment

Identifiers—*Illinois

This review of research, part of the Illinois State Board of Education's Early Childhood Education Policy Study, focuses on issues related to potential state funding for full-day kindergarten and changes in the age at which children enter kindergarten. Specifically addressed are the following issues: (1) a review of the legislative background on initial school entry, (2) research on age as a factor related to successful school entry, (3) the effect of raising the school entry age, and (4) the application of delayed school entry age to Illinois children. Since chronological age is the most administratively convenient criterion used to determine eligibility for school entry, the first section on legislative background provides a table showing the variability of cut-off dates for kindergarten entry for forty states. The second section dealing with research on age as a criterion for initial school entry argues for an acknowledgement that a child's developmental age may be different from his/her chronological age. Included in this section are discussions on delaying the child's entrance into school and on enrolling the child in school at a particular age. An extensive review of the research on entry age focuses on factors related to the prediction of initial academic success of children entering kindergarten or first grade. These factors include chronological age, sex

differences, socioeconomic status, intelligence, preschool experiences, social adjustment, and birth order of children. The third section debates the issues of whether raising the age for initial school entry helps to eliminate school failure by giving younger children a chance to mature. The final section identifies resultant problems stemming from delayed school age entry for Illinois children. The paper concludes that research literature does not support the raising of school entry age. (DST)

ED 260 827

PS 015 297

Helmich, Edith Wasem, Leighton

Class Sizes for Kindergarten and Primary Grades: A Review of the Research.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jan 85

Note—25p.; For other papers in this series, see PS 015 295-305.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement, Adjustment (to Environment), Child Development, Classroom Environment, *Classroom Research, *Class Size, Comparative Analysis, Educational Trends, Individual Differences, *Kindergarten, Outcomes of Education, *Primary Education, *Small Classes, State Legislation, State Surveys, *Teacher Student Ratio

Identifiers—Florida, *Illinois, Indiana, South Carolina

Most teachers and the public believe that children in kindergarten and the primary grades benefit from small classes because of children's need for individualized instruction and teacher attention. This report, part of a comprehensive policy study of early childhood education, presents a review of the research on the effect of class size on student outcomes, including achievement and adjustment to school. Topics covered include the following: (1) child development theory, (2) class size research, (3) a review of practices in South Carolina, Florida, and Indiana (4) a review of current Illinois statutes and practices, and (5) a summary of the findings in terms of policy implications for the Illinois State Board of Education. A review of the mandates for class size in the School Code of Illinois (1983) is given and tables provide comparisons between grades and types of programs. Data on kindergarten/primary class sizes of three selected states, South Carolina, Florida, and Indiana, is highlighted because of the different methods used in these states to achieve lower student/teacher ratios. A table in the appendix summarizes the recommended class sizes for kindergarten through third grade for all fifty states. In conclusion, this review shows that there is general agreement that at the primary grades smaller classes facilitate learning and that class size must be sufficiently small - at least below 20 - for significant benefits. (DST)

ED 260 828

PS 015 298

Helmich, Edith

Kindergarten Schedules: Status of Patterns in Illinois and a Review of Research.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jun 85

Note—22p.; For other papers in this series, see PS 015 295-305.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, Educational Change, Educational Trends, *Enrollment, *Kindergarten, *Outcomes of Education, School Readiness, *School Schedules, State Surveys

Identifiers—Alternate Day Programs, Full Day Programs, Half Day Programs, *Illinois

Increasing numbers of parents, educators, and legislators have questioned whether half-day kindergarten schedules are adequate to prepare children for the first grade, particularly since full-day kindergartens are being offered in some public and non-public schools. This report, one of several background papers for a comprehensive policy study of early childhood education, identifies and defines the different types of kindergarten schedules being used in Illinois school districts and reviews research which identifies the effects that different types of schedules have on student outcomes, especially those related to achievement or readiness measures. Specifically addressed in the report is a

comparison between half-day, alternate day, and full-day kindergarten programs. In addition, the findings are summarized and discussed in terms of policy implications in Illinois. The report excludes issues of cost or facility. Half-day kindergartens predominate in Illinois; however, an examination of scheduling during recent years reveals an increase in participation in alternate day and full-day schedules. The 1984-85 data from the State Board of Education records show that 2,431 public schools operate a kindergarten program. Of these, approximately 87 are half-day, 5 are alternate day, and 8 are full-day programs. The summary reviews the advantages and disadvantages of each program with strong support being given to full-day schedules. Reasons for adoption of a full-day schedule are: to meet the needs of disadvantaged students or those not academically ready who can benefit from extra preparation for first grade, to provide an enrichment program for advanced or gifted children, and to reduce transportation costs. (DST)

ED 260 829

PS 015 299

Arnold, Gerald And Others

Preschool Experiences and Child-Care Arrangements of Illinois Children.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jan 85

Note—15p.; For other papers in this series, see PS 015 295-305.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*After School Programs, Child Rearing, Children, *Day Care, Early Childhood Education, Early Experience, Educational Experience, Elementary Education, Employed Parents, Enrollment, Family Characteristics, Preschool Children, *School Age Day Care, State Surveys, *Statistical Studies

Identifiers—*Illinois, *Latchkey Children

The purpose of this report, one of several background papers for a comprehensive policy study of early childhood education, is to summarize the available statistics relating to preschool experiences and school-age child care arrangements and to estimate the extent of the need for various child care arrangements in the State of Illinois. Following a description of the methodology used to obtain statistics as well as a brief explanation of the changing child care needs in our society, an extensive review of the statistics is delineated. Tables provide 1980 Illinois Census data in these areas: (1) estimated number of children under 12 years of age and percent of each group enrolled in school, (2) estimated amount of adult supervision required by children under the age of 12, (3) cumulative estimates of numbers of families with children in selected age groups, and (4) presence of parents in labor force in families with children under 12 years of age. Based on the available data, projections are made for the number of children currently receiving custodial day care services and those receiving inadequate day care services as well as for child care arrangements for preschool age children. In addition, census data summaries provide the following conclusions: (1) increasing numbers of single-parent families and families in which both parents work have resulted in a need for child care services that are provided by adults other than the parents; (2) in 1980, over one and a half million Illinois children under 12 years required child care services; (3) in 1983, an estimated quarter million families required child care services for children of preschool ages; and (4) the provision of quality child care and the environment in which this care is provided is of concern to parents and educators because of its influence on the children's future educational and social attainments. (DST)

ED 260 830

PS 015 300

Spencer, Carole M.

Children of Teenage Parents: A Review of the Literature.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jan 85

Note—35p.; For other papers in this series, see PS 015 295-305.

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Birth Weight, *Early Parenthood, Economic Factors, Educational Attainment, *High Risk Persons, Illegitimate Births,

Infant Mortality, *Infants, *Intervention, One Parent Family, Parent Education, Physical Health, *Pregnancy, Premature Infants, Psychological Patterns, Social Influences, Social Problems, State Surveys, Statistical Studies, Welfare Services

Identifiers—*Illinois

While most programs for prospective teenage parents address the obvious and immediate needs of the parents - prenatal care, nutrition, delivery, and financial assistance - the purpose of this paper, one of several reports forming a comprehensive policy study of early childhood education, is to identify the problems associated with teenage childbearing, review the research on teenage pregnancy, discuss intervention programs, and recommend additional intervention programs. It has been assumed that children of teenage mothers have more physical, emotional, and intellectual handicaps than do children born to older mothers. Until recently, few studies have analyzed the evidence related to this claim. Some current findings attempt to assess the impact of adolescent motherhood on infants and young children. This review presents data regarding the demographics of teenage pregnancy. Specifically addressed are the problems associated with teenage childbearing: infant death risk, premature and low-birth-weight babies, Aid to Families With Dependent Children and other welfare assistance, and the education of the teenage parent. A review of the research related to the problems associated with teenage childbearing forms the second part of the paper, focusing on (1) economic and social consequences, (2) physical health consequences, and (3) emotional, developmental, and cognitive consequences. Also reported are the results of some intervention programs for teenage parents and their children. Recommendations are made for intervention programs in Illinois. Extensive 1982 data on Illinois teenage mothers are provided in tables throughout the paper. Two appendices provide listings and findings of research studies dealing with the outcomes of teenage pregnancies and the children of adolescent parents. (DST)

ED 260 831 PS 015 301

Helmich, Edith

The Effectiveness of Preschool for Children from Low-Income Families: A Review of the Literature.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jan 85

Note—15p.; For other papers in this series, see PS 015 295-305.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Compensatory Education, Early Experience, Economically Disadvantaged, Economic Factors, Intervention, Longitudinal Studies, Lower Class Students, *Low Income Groups, *Outcomes of Education, Poverty, Preschool Children, *Preschool Education, *Program Effectiveness, School Readiness

Identifiers—Consortium for Longitudinal Studies, Early Prevention of School Failure, Educational Testing Service, *Illinois, Perry Preschool Project, Philadelphia School District PA, Project Follow Through, Project Head Start

This report, one of several background papers for a comprehensive policy study of early childhood education, examines the effects of preschool experience on Illinois children from low income families. The 1980 U. S. Census for Illinois identified 81,959 preschool-age children (3 to 5 years old) from poverty-level families; 54 of these young children were not enrolled in a preschool program. A review of the literature in this paper focuses on factors which enable children to experience early success in school and which continue to have an effect on the quality of education a child receives in his later school years. Substantive descriptions of seven studies of preschool programs designed to serve children from low-income families are included. Highlighted are the outcomes of the early 1965 Project Head Start, the Follow Through program study in 1982, the 1978 study for the Educational Testing Service of Head Start programs, Cornell University's Consortium for Longitudinal Studies report in 1978, the still ongoing Illinois model program for the Early Prevention of School Failure Project, the 1982 Philadelphia School District study, and the Perry Preschool Project of 1984. A summary of these studies reporting preschool effects on various age groups of

low income children shows that, during the preschool years, children demonstrate improved intellectual capacity, i.e., higher I.Q. scores. These initial gains, while not sustained beyond the second grade, appear to inhibit special education placement and give the children a short-term advantage in academic success during the first years of schooling. Throughout the elementary school years, the preschool participants demonstrate improved scholastic achievement and reduced frequency of special education placement. Finally, during the high school years and beyond, preschool participants have a lower rate of delinquency and/or criminal charges, a higher rate of high school graduation, and a higher rate of employment a year after graduation. (DST)

ED 260 832 PS 015 302

Bartolini, Leandro A. Wasm, Leighton

The Kindergarten Curriculum.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jan 85

Note—19p.; For other papers in this series, see PS 015 295-305.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Evaluation, Curriculum Research, Educational Change, Educational History, *Educational Philosophy, Educational Trends, *Elementary School Curriculum, *Kindergarten, Learning Readiness, Primary Education, *School Readiness

Identifiers—Academic Orientation, Developmental Curriculum, *Illinois

The purpose of this paper, one of several background reports for a comprehensive policy study of early childhood education, is to identify current issues regarding the kindergarten curriculum, particularly in relation to the trends surrounding the shift from a developmental curriculum to a more academic-based curriculum. The single major issue discussed is our society's inclination to introduce children earlier and faster to academic expectations. A brief historical background is provided on philosophical and pedagogical influences on the development of kindergarten curriculum in the U.S. Five current approaches to the kindergarten curriculum are identified and compared; namely, traditional kindergarten, the Montessori method, behavior analysis, direct instruction, and Piagetian programs. Four reasons for the shift in emphasis from a developmental curriculum to an academic curriculum are discussed. These reasons are as follows: (1) a greater emphasis on kindergarten attendance as the beginning point in school, (2) increased societal pressure to provide academic instruction at an early age, (3) increased use of standardized achievement and screening tests which tend to emphasize outcomes of formal instruction, and (4) lack of appropriate early childhood education training for kindergarten teachers. Next, the controversies related to the shift in emphasis are delineated. Finally, research on the kindergarten curriculum is described pointing to a conclusion that, while studies show that children can learn a great deal at very early ages, it can also be shown that some learning will not occur if children are not developmentally ready. Also included in the paper is a table comparing the two curricular orientations from the standpoint of five criteria: teacher, pupils, activities, materials, and expectations. (DST)

ED 260 833 PS 015 303

Bartolini, Leandro A.

Problems of Adjustment to School.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jan 85

Note—15p.; For other papers in this series, see PS 015 295-305.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adjustment (to Environment), Coping, *Elementary School Students, Emotional Response, Learning Readiness, *Maturity (Individuals), Personality Traits, Primary Education, *School Readiness, Social Adjustment, *Student Adjustment

Identifiers—*Illinois

This paper, one of several written for a comprehensive policy study of early childhood education in Illinois, examines and summarizes the literature on the problems of young children in adjusting to starting school full-time and describes the nature and

extent of their difficulties in relation to statewide educational policy. The review of studies and rating scales focuses on the following areas: the variability of children's behavioral reactions to starting school; specific areas of behavior indicative of how well children adjust: personal emotional adjustment, social adjustment, and attitudes and behavior in response to the intellectual demands of the school (cognitive/verbal, and general cognitive); comparisons of children with nursery school experience and children without nursery school experience; identification of children's problems of adjustment; and the effect on children's adjustment of school policies on when and how children enter school. Data suggest that (1) knowing the types of behavior to expect as well as the problems of adjustment constitutes a first step in developing home and school strategies to help reduce stress and provide a smooth transition, and (2) school policies should be examined and evaluated in terms of the effects they have on children's adjustment. The following strategies are recommended for handling problems of adjustment: (1) development of handbooks/guidebooks for parents and teachers; (2) more formal instructional programs for teachers; and (3) development of a statewide educational policy. (DST)

ED 260 834 PS 015 304

Brennan, Maurine

Selected Preschool Screening and Diagnostic Instruments: A Technical Review.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jan 85

Note—31p.; For other papers in this series, see PS 015 295-305.

Pub Type—Tests/Questionnaires (160) — Translations (170)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Diagnostic Tests, *Educational Diagnosis, Maturity Tests, Preschool Education, Preschool Tests, *School Readiness Tests, Screening Tests, Self Concept Measures

This report, one of several prepared for a comprehensive policy study of early childhood education in Illinois, provides a technical review of the following twelve instruments for screening, assessing, and diagnosing young children's readiness for school: Brigance Diagnostic Inventory of Early Development; Brigance K & 1 Screen for Kindergarten and First Grade; Denver Developmental Screening Test; Developmental Indicators for the Assessment of Learning; Gesell Institute School Readiness Materials; Joseph Preschool and Primary Self-Concept Screening Test; McCarthy Scales of Children's Abilities; McCarthy Screening Test; Metropolitan Readiness Test; Miller Assessment for Preschoolers; Peabody Picture Vocabulary Test-Revised; and Portage Guide to Early Education, Revised Edition. For each of the instruments, information is presented about the age range of the children, the purpose of the instrument, content information, procedures for giving the test, standardization of the instrument, and measures of reliability and validity. Strengths and limitations for each instrument and sources of further information are provided. (DST)

ED 260 835 PS 015 305

Whaley, Margaret

The Status of Kindergarten: A Survey of the States.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

Pub Date—Jan 85

Note—24p.; For other papers in this series, see PS 015 295-305.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Admission Criteria, *Age Grade Placement, Class Size, Comparative Analysis, Compulsory Education, *Kindergarten, *National Surveys, Primary Education, *School Attendance Legislation, *School Entrance Age, School Readiness Tests, Screening Tests, *State Legislation, State Standards

The purpose of this report, one of several prepared for a comprehensive study of early childhood education in Illinois, was to collect, compile, and analyze specific data concerning early childhood education policy and practices from all fifty states. Each state was queried regarding the following: (1) compulsory attendance age, (2) mandated age/cut-off date for entry into kindergarten, (3) local district criteria for entry into kindergarten (particularly where statutes permit local discretion), (4) screening/testing requirements, (5) mandated and/or recommended

class size for kindergarten through third grade, (6) problems associated with entry age and screening, (7) competencies/testing requirements associated with promotion to first grade, and (8) recent or proposed legislation for changing kindergarten policies. Descriptions of each state's kindergarten requirements are provided. Problems associated with early childhood education and the resulting recent changes in kindergarten policies are indicated. Charts and graphs in the appendices show survey information for all fifty states, detailing each state's mandates and policies. (DST)

ED 260 836 PS 015 306

Zimlich, Norm. And Others

Preventing Sexual Abuse in Day Care Programs: National Program Inspection.

Department of Health and Human Services, Seattle, WA, Region 10.

Pub Date—Jan 85

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Estimates, *Day Care, Early Childhood Education, Federal Legislation, Identification, Intervention, National Programs, *Prevention, *Program Effectiveness, Psychological Characteristics, *Sexual Abuse, Young Children Identifiers—*Criminal Records, Screening Procedures, *Screening Programs

In October 1984, a national program inspection on preventing child sexual abuse in day care programs was begun. Program inspections are short-term studies designed to provide qualitative information and quantitative data for use by the Department of Health and Human Services as an additional source of information. Participants in this study, from 49 states and the District of Columbia, included state child protective staff and social workers, state licensing officials, city and county licensing officials, state criminal identification system directors, physicians, sexual assault therapists, child psychologists, district attorneys, police investigators, other experts in the field of child sexual abuse, day care providers, parents of children in day care, and special interest organizations. Brief statements of major findings; recommendations for education, research, and screening; and cost implications are followed by a background discussion of child sexual abuse and additional discussions of (1) Public Law 98-473 and the FBI criminal record system; (2) current screening practices in the states; (3) the potential scope of screening; (4) the potential cost of screening; (5) the effectiveness of screening; (6) and education for prevention. (RH)

ED 260 837 PS 015 307

Collins, Randall. And Others

Social Change and Family Policies. Key Papers, Part 1. International CFR Seminar (20th, Melbourne, Australia, August 19-24, 1984).

Institute of Family Studies, Melbourne (Australia).

Pub Date—Jul 84

Note—424p.; For related documents, see PS 015 308-311.

Available from—Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria, 3000, Australia (no price quoted).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC17 Plus Postage.

Descriptors—Adolescents, Birth Rate, Competence, Conflict, Demography, Developing Nations, Divorce, *Family (Sociological Unit), *Family Problems, Foreign Countries, Marriage, *Modernization, Moral Values, Parent Attitudes, Personal Autonomy, Policy Formation, Political Issues, *Public Policy, Seminars, Sex Role, *Social Change, *Social Environment, Social Problems, Surveys

Identifiers—Australia, Europe (West), *Family Policy, Social Policy

These papers from an International Committee on Family Research (CFR) seminar explore seven themes, four of which are presented in Part 1. The first set of papers approach the question of whether the family is worth supporting and the related issue of pressures, conflicts, and expectations of family life (Theme 1). Randall Collins discusses "Social Conflict and the Place of the Family: Toward a Theory of Moral Politics." Robert A. Lewis describes "Some Changes in Men's Values, Meanings, Roles, and Attitudes Toward Marriage and Family in the USA." Helen Glezer identifies "Antecedents and Correlates of Marriage and Family Attitudes in Young Australian Men and Women." Major demo-

graphic trends affecting family policy (Theme 2) are identified by Arland Thornton and Peter McDonald, respectively, in papers on "Modernization and Family Change" and "Implications for Families of Third World Fertility Trends." Three additional papers discuss families with children and social policy approaches to family support and education (Theme 3): "Family Policy as Latter-Day Children's Policy" by Gilbert Steiner; "Divorces, Children, and the Public" by Jan Trost; and "The Child's Use of Family Resources" by Gay Ochiltree and Paul Amato. The topic of youth policies and the family/work/education relationship (Theme 4) is particularized in Roland Eckert and Helmut Willems' "Youth Conflicts and Public Policy Challenges in Western Europe" and in Don Edgar and Frank Maas' "Adolescent Competence, Leaving Home and Changing Family Patterns." (RH)

ED 260 838 PS 015 308

Eichler, Margrit. And Others

Social Change and Family Policies. Key Papers, Part 2. International CFR Seminar (20th, Melbourne, Australia, August 19-24, 1984).

Institute of Family Studies, Melbourne (Australia).

Pub Date—Jul 84

Note—272p.; For related documents, see PS 015 307-311.

Available from—Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria, 3000, Australia (no price quoted).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Aging (Individuals), Divorce, *Economic Factors, Employment, *Family (Sociological Unit), *Family Structure, Government Role, *Legal Problems, *Public Policy, Seminars, *Social Change, Social Services, Social Support Groups, Taxes

Identifiers—Australia, *Family Policy

These papers from an International Committee on Family Research (CFR) seminar explore seven themes, three of which are presented in Part 2. Work, economic policies, and welfare consequences and responsibilities (Theme 5) are discussed in Margrit Eichler's "The Familism-Individualism Flip-Flop and Its Implications for Economic and Social Welfare Policies" and in Andrew Burbidge and Frank Maas' "Throwing Out the Baby...the Need To Assess Unintended Outcomes of Tax Transfer Options." Intergenerational exchange, aging trends, and the public/private support dimensions (Theme 6) are discussed in "Managing Interdependence: Family Development, Policy, and the Care System in an Aging Society" by Karen Altergott, in "Family Support Networks and Public Responsibility" by Pete D'Abbs, and in "Social Change and Support of the Australian Aged: Individual, Family, and Government Responsibilities" by Hal Kendig. Finally, legal regulation of the family and the effect of changes in the family (Theme 7) are explored by Jacques Commaille, Margaret Harrison, and John Eekelaar, respectively, in "From a Socio-Legal Approach to Divorce to a Sociology of Socio-Legal Regulation as Applied to the Family," "The Changing Role of Law in Marital Breakdown," and "Legal Systems and Families." (RH)

ED 260 839 PS 015 309

Lasswell, Thomas. And Others

Social Change and Family Policies. Discussion Papers, Part 3. International CFR Seminar (20th, Melbourne, Australia, August 19-24, 1984).

Institute of Family Studies, Melbourne (Australia).

Report No.—ISBN-0-642-87081-0

Pub Date—Aug 84

Note—143p.; For related documents, see PS 015 308-311.

Available from—Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria, 3000, Australia (no price quoted).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Aging (Individuals), *Demography, Family (Sociological Unit), *Family Life, *Family Structure, Financial Policy, *Financial Support, Global Approach, Legislation, *Program Administration, Public Policy, Seminars, Social Services, Welfare Services, Youth

Identifiers—Australia, Family Law, *Family Policy, Intergenerational Factors, Social Policy

These discussion papers from an International Committee on Family Research (CFR) seminar ex-

plore eight topics, seven of which are presented in Part 3. Topics addressed include (1) the worth of supporting the family and pressures, conflicts, and expectations of family life; (2) major demographic trends affecting family policy; (3) families with children and social policy approaches to family support and education; (4) youth policies and the family/work/education relationship; (5) work, economic policies, and welfare consequences and responsibilities; (6) intergenerational exchange, aging trends, and the public/private support dimensions; and (7) legal regulation of the family and the effect of changes in family law. (RH)

ED 260 840 PS 015 310

Baum, Frances E. And Others

Social Change and Family Policies. Free Papers, Part 4. International CFR Seminar (20th, Melbourne, Australia, August 19-24, 1984).

Institute of Family Studies, Melbourne (Australia).

Report No.—ISBN-0-642-87081-0

Pub Date—Aug 84

Note—245p.; For related documents, see PS 015 308-311.

Available from—Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria, 3000, Australia (no price quoted).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Aging (Individuals), Child Custody, Child Rearing, Developing Nations, Employed Women, *Family Life, Family Structure, *Financial Support, Government Role, Grandparents, Parent Role, Parents, *Role Perception, Rural to Urban Migration, Social Change, *Social History Identifiers—Australia, Europe (West), *Family Policy, Japan, New Zealand, Poland, Shared Housing, Social Policy, *Visitation Rights, Youth Participation

These free papers presented at an International Committee on Family Research (CFR) seminar include (1) Frances E. Baum's "There's No Room in the Nuclear Family: Sharing As an Alternative Housing Option"; (2) Paula W. Dail's "Parental Role Perceptions among Young, Dual Parent Families in America: Family Policy Implications for the Future"; (3) Daniel B. Hunter and Edna J. Hunter's "Mandated Visitation for Grandparents in Custody Disputes: Will Little Red Ridinghood Visit Grandma?"; (4) Fumie Kumagai's "Aging and Social Policies in Japan"; (5) Renata Siemienicka's "Patterns of Polish Families and Their Determinants: Continuity and Change"; (6) Oded Stark's "Migration, Remittances and the Family: A Theory"; (7) Helmut Willems and Roland Eckert's "Youth Protest in Western Europe: Four Case Studies"; (8) Peggy G. Koopman-Boyd's "Mothers, Fathers, and 'Big Brother' in New Zealand: Change in New Zealand Families and the Policy Response"; and (9) Graeme Russell's "Changing Patterns of Divisions of Labour for Paid Work and Child Care." (RH)

ED 260 841 PS 015 311

Asche, Justice Austin. And Others

Social Change and Family Policies. Final Papers, Part 5. International CFR Seminar (20th, Melbourne, Australia, August 19-24, 1984).

Institute of Family Studies, Melbourne (Australia).

Report No.—ISBN-0-642-87081-0

Pub Date—Mar 85

Note—352p.; For related documents, see PS 015 308-310.

Available from—Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria, 3000, Australia (no price quoted).

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Demography, Family (Sociological Unit), *Family Life, Family Structure, *Federal Legislation, Global Approach, Guidelines, Older Adults, *Program Administration, Public Policy, Social Change, *Social Problems, Welfare Services, Youth

Identifiers—Australia, China, Equal Rights, Family Law, *Family Policy, France, Income Security, Netherlands, Population Policies, Quebec, Shared Housing, Social Policy, West Germany

This document contains final papers presented at an International Committee on Family Research (CFR) seminar; included are key, discussion, and free papers as well as closing and farewell addresses. Key papers covered (1) worldwide trends in administering family policy and (2) work, economic poli-

cies, and welfare consequences and responsibilities. Clio Presvelou's "World Survey on Availability of Family Policy Guidelines," Jacqueline Ancelin's "Family Policy and Social Changes in France," and Pierre Cliche's "Quebec's Family Policy: Social Policy or Demographic Policy" address the first topic. Orjan Hultaker's "Income Security Policies and the Application of Marginal or Universal Approaches" addresses the second. Discussant papers focus on several conference issues, including the desirability of supporting the family and pressures, conflicts and expectations of family life; major demographic trends affecting family policy; worldwide trends in the administration of family policy; youth policies and the family/work/education relationship; and legal regulation of the family and the effect of changes in family law. Free papers are Wei Zhangling's "Effects of Population Policy on Families in Contemporary China"; Wolfgang Voegeli and Barbara Willenbacher's "Family Policy and the Implementation of the Constitutional Equal Rights Clause in the Federal Republic of Germany"; Iteka Weeda's "Changing Ideals about the Family and Other Life Styles in Their Macro-Sociological Significance in the Netherlands"; and Gordon F. Streib's "Family Change and Social Policy: Shared Living for the Elderly." The document concludes with Don Edgar's closing address and farewell addresses by Lallo Cash-Szombathy, Andre Rauguet, Roland Eckert, and Don Edgar. (RH)

ED 260 842 PS 015 312

Tschantz, Linda LeBlanc

Preschool Play Behaviors and Sociometric Status.

Pub Date—Apr 85

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, *Educational Environment, *Peer Relationship, *Play, *Preschool Children, Preschool Education, *Rejection (Psychology), Research Methodology, Research Problems

Identifiers—Coding, *Popularity, *Sociometric Status

A study was made of the relationship between children's play behaviors and sociometric status, with particular attention to the influence of play materials on behavior. Subjects were 95 children, ranging in age from 44 to 60 months, attending 10 preschool classrooms. Sixty observations were made of each child's play behaviors. Sociometric measures administered were positive nomination, negative nomination, and a play rating scale. All play materials and activities permitted by the classroom teacher during free play time were recorded and rated according to complexity and variety. Results indicated that a low but significant relationship existed between group-dramatic play and positive peer nominations. Complexity of materials was significantly negatively related to unoccupied behavior and solitary-functional play. Complexity was significantly positively related to all forms of constructive and group play. Variety of materials was significantly negatively correlated with unoccupied behavior and significantly positively related to group-constructive play. The number and type of children identified in each status group was found to be dependent upon the sociometric measure or combination of measures employed. Children who were disliked engaged in significantly less social play than popular children. No controversial group was identified, suggesting research problems. (RH)

ED 260 843 PS 015 313

Heindel, Patricia Kose, Gary

Perceptual Organization and Operative Thought:

A Study of Coherence in Memory.

Pub Date—May 84

Note—17p.; Paper presented at the Annual Symposium of the Jean Piaget Society (14th, Philadelphia, PA, May, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Ability, *Cognitive Development, Elementary Education, *Memory, *Perception, Visual Stimuli, *Young Children

Identifiers—*Stimulus Characteristics, *Structural Constituents

Examined in three studies were the influence of perceptual organization on children's memory and

the relationship between operational thought and memory performance. In the first study, 72 children at 5, 7, and 9 years of age were given a series of Piagetian tasks and a memory task. Subjects were presented with 10 color-shape pairs depicted in either a unitary or a disjunctive fashion and were asked to recall which color went with which shape. No significant differences between unitary and disjunctive conditions and no significant relationships between cognitive tasks and memory performance were found. A second and a third study more closely examined the effects of subjects' actions on memory. The second study required children to draw unitary or disjunctive stimulus materials. Findings revealed that children remembered significantly more color-shape pairs in the unitary condition at every age level. Additional analyses suggested that the act of drawing specifically highlighted the integrative aspects of the unitary materials, particularly for the 7-year-olds. A third study required subjects to construct replicas of the stimuli. Results suggest that the act of construction facilitated memory and increased subjects' capacity to remember pairs in the disjunctive condition. (RH)

ED 260 844 PS 015 329

Superintendent's Early Childhood Study Group

Report.

Michigan State Board of Education, Lansing.

Pub Date—Sep 84

Note—44p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Development, *Early Childhood Education, *Educational Finance, *Educational Policy, *Kindergarten, Preschool Education, Questionnaires, Reading Readiness, School Districts, *School Readiness, Screening Tests, *State Aid, State Surveys

Identifiers—*Michigan, Screening Procedures

Intended to provide an intensive and comprehensive view of all early childhood programs serving children before they enter first grade, this population study focused on preschool, readiness kindergarten, regular kindergarten, and readiness first grade programs in all of Michigan's 528 K-12 school districts. Reflecting the 1983-84 school year, data focused on 11 questions contained in The Survey of Public School Pre-Kindergarten and Kindergarten Programs. The report of findings is organized according to program type, and a summary of findings is provided prior to the presentation of data. Recommendations to the State Board of Education and to the governor and legislature are offered. It is concluded that existing kindergarten programs must be upgraded by addressing issues of parent education, class size, teacher training, program options, screening, and program development. Appendices provide (1) a list of members of the Superintendent's study group on early childhood education; (2) the survey questionnaire; (3) lists of screening and/or readiness testing instruments used in the programs (including district frequencies); (4) figures indicating, by district, number of developmental kindergartens; pre-first graders; amount of state aid per pupil; total state cost; as well as longevity by program type. (RH)

ED 260 845 PS 015 331

Halloran, Margaret

Class Size and Academic Achievement.

Pub Date—[84]

Note—8p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Class Size, Elementary Secondary Education, Public Schools, Research Needs, *Teacher Student Ratio

In the past, educators reduced class size to obtain significant increases in academic achievement. However, research comparing small and large classes found very little or no significant difference in students' academic achievement. Presently, the National Center for Education projects an increase in teaching jobs and a slight improvement in the teacher/pupil ratio by 1992. Findings on the effect of the projected smaller ratio on academic achievement are inconclusive. In future research, many variables must be considered and an agreeable definition of class size should be sought. Future research should also concentrate on studies focused at the same grade level and including teachers with a similar level of competence. (RH)

ED 260 846 PS 015 332

Janey, Jane, Ed.

Effective Utilization of Volunteers in Head Start

Programs: A Manual.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Center for Volunteer Development.

Spons Agency—Administration for Children,

Youth, and Families (DHHS), Washington, D.C.;

Kellogg Foundation, Battle Creek, Mich.

Pub Date—[83]

Note—95p.

Pub Type—Guides—Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Disabilities, Feedback, Guides, Legal Responsibility, *Orientation, Parent Participation, Preschool Education, *Program Administration, Program Evaluation, Recognition (Achievement), Recordkeeping, *Recruitment, Staff Development, *Volunteers, *Volunteer Training

Identifiers—Project Head Start, *Volunteer Management

This manual provides a practical approach to effectively using volunteers in Head Start programs. It can be used as a training tool, a "ready" reference for often-needed information, and a source of simple, easily duplicated charts and forms. Topics discussed and/or illustrated include (1) components of a successful volunteer program; (2) management of a Head Start Volunteer Program; (3) awareness activities; (4) needs assessment; (5) volunteer program goals and objectives; (6) developing volunteer job descriptions; (7) recruitment; (8) matching jobs and volunteers; (9) staff training; (10) general volunteer orientation; (11) specific orientation and training for volunteers; (12) record keeping; (13) recognition of Head Start volunteers; (14) volunteer feedback and evaluation; (15) how to keep volunteers; (16) using the handicapped volunteer; (17) volunteers working with special needs children; (18) legal liability; (19) official policies concerning use of volunteers; (20) developing a local handbook; and (21) program improvement. (RH)

ED 260 847 PS 015 333

Phillips, Tyler D. And Others

Work Place Impact of Working Parents. Preliminary Report.

Child Care Systems, Inc., Lansdale, PA.

Pub Date—Mar 85

Note—10p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Day Care, Early Childhood Education, *Employed Parents, Employee Attitudes, *Job Performance, Questionnaires

Identifiers—*Absenteeism (Employee)

Intended for employers requiring facts about the child care problems of their working-parent employees, findings reported here relate primarily to the amount of work time which working parents devote to child care. Specifically discussed are frequency of care changes, time spent finding care, work time missed by working parents, consideration given by working parents to leaving the job force, and care location preference. This report is based on a study of 1,243 working parents in Southeastern Pennsylvania and Southern New Jersey who completed the Child Care Systems' questionnaire. Concluding remarks indicate that the impact of child care on the workplace is equivalent to 8 days per year in lost time: 9 hours on average to locate care, 1 person day per year each in tardiness and phone calls, and 5 days in absenteeism. These costs in time add up to nearly a 3 percent extra cost for working parent employees in contrast with non-parent employees. (RH)

ED 260 848 PS 015 336

Malorzo, Lisa Page, David

Gender Identity and the Development of Personal

Space in Young Children.

Pub Date—Mar 85

Note—17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Age Differences, *Personal Space, Sex Differences, *Young Children

Identifiers—Developmental Patterns, *Gender Identity, Stability (Personal)

If interpersonal spacing is a component of sex-role development, then gender identity development may partly mediate age and sex differences in personal space, as well as variations in distances due to

the sex of the stimulus person. The primary purpose of this study was to investigate this possibility. Personal space preferences of 36 male and female children, 3, 5, 7 years of age, were tested using the felt-board technique. In addition, the gender identity development of each child was measured through verbal responses to 12 items drawn from questionnaires concerning the development of gender stability and gender constancy. Findings indicated that girls were more likely than boys to vary their distances depending on the sex of the target and that 3- and 7-year-olds showed closer distances in relation to same sex others while 5-year-olds prefer closer distances to opposite sex others. Children with more complete gender knowledge preferred closer distances to same-sex others. In addition, level of gender identity development was significantly related to sex of subject, with girls showing greater understanding than boys. Implications of the findings are discussed. (RH)

ED 260 849

PS 015 338

Buck, Ross

Emotion and Cognition: A Developmental-Interactionist Perspective.

Pub Date—Apr 85

Note—32p. Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Attribution Theory, Cerebral Dominance, *Cognitive Development, *Cognitive Structures, *Emotional Development, Linguistics, *Motivation, Self Control, Theories. Identifiers—Personal Construct Theory, Rogers (Carl)

This paper discusses the interaction of cognition and physiological factors in emotion from the viewpoint of a developmental-interactionist theory of motivation and emotion. Emphasis is given to the role of cognition in the theory of emotion. The nature of cognition is discussed in terms of (1) the "primacy" of emotion versus cognition; (2) knowledge by acquaintance versus knowledge by description; (3) cerebral lateralization and cognition; and (4) the interaction of synthetic and analytic cognition. The discussion explores the role of language in controlling behavior. Subsequent discussion differentiates self-as-acquaintance and self-as-description; interprets Rogers' self theory and Kelly's theory of personal constructs; and explores the implications of the foregoing for attribution theory. Distinctions are made between purposive and reactive attribution and self cognitions, body cognitions, and environmental cognitions. In conclusion, the relevance of the discussion of attribution theory and self theory to cognitive dissonance theory is suggested. (RH)

ED 260 850

PS 015 339

Fu, Victoria R. And Others

Social Competence from the Attachment Perspective: A Model.

Pub Date—[84]

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Age Differences, *Attachment Behavior, Children, Exploratory Behavior, Infants, *Interpersonal Competence, Models, *Perspective Taking, *Problem Solving, *Self Control, Social Cognition

Identifiers—Developmental Patterns, Frustration, Turn Taking

A developmental interactionist model for promoting social competence is proposed. It is argued that personal and social resources present in infancy are expanded, refined, and hierarchically reorganized continuously throughout the life-span as a function of development and experience. Social competence is seen as the result of integrating and organizing four component parts: social effectiveness, personal control, social perspective taking, and social-cognitive problem-solving. The securely attached young child and the socially effective adult are autonomous and adaptive individuals, able to use age-appropriate social support for developing, maintaining, and refining social competence. Individuals with a sense of personal control and self-efficacy are better able to tolerate stress and frustrations. Turn-taking and patterning, as exhibited in the reciprocal and synchronic interactions between an infant and caregiver, are the beginning

of perspective taking and empathy, crucial elements of effective communication and competence in social situations. Perspective taking, through organized use of affective and cognitive resources, is highly adaptive. Secure attachment relationships promote exploration in novel situations, exploration promotes later problem-solving skills, and problem-solving is inherent to effective adaptation to the stresses and demands of life. These underlying factors (social effectiveness, personal control, perspective taking, and problem-solving) operate interactively and are mutually supportive. (RH)

ED 260 851

PS 015 350

Kalekin-Fishman, Deborah

Performances and Accounts: Reflections on the Kindergarten Experience.

Pub Date—Aug 84

Note—49p. Revised version of a paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Classroom Observation Techniques, Foreign Countries, Interviews, *Kindergarten Children, *Performance, *Personal Narratives, Preschool Education, *Preschool Teachers, *Self Control

Identifiers—*Israel

This paper discusses how kindergarten children and their teachers "perform" in kindergartens and how they "account" for their actions. Reported are conclusions from a series of three studies carried out in 15 Israeli kindergartens. Data for the first two studies were collected in non-participant observations, audio-recordings, and semi-structured interviews with teachers. Analyses showed how, within the broader confines of teachers' planned schedules, children exercised discretion over the sounds they made, their movements, and uses of time and space. The ways in which children collectively exercise discretion defined the age-group as a social category and as a group with self-propelled interests different from those of the socializing adults. The third study included interviews with kindergarten teachers and children to elicit accounts of their experiences. Teachers' accounts reflected their educational intentions. Children's accounts showed them to be (1) cognizant of the teachers' schedules; (2) interested in and able to talk about the activities that they themselves initiated; and (3) aware of being part of a group that has a place in the kindergarten environment. It is suggested that the discrepancies between the accounts of children and adults are best explained as a latent consequence of how performances are structured in kindergartens. (Author/RH)

ED 260 852

PS 015 358

Developing Childhood Injury Prevention Programs: An Administrative Guide for State Maternal and Child Health (Title V) Programs.

Birch & Davis Associates, Inc., Silver Spring, Md. Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

Pub Date—Feb 83

Contract—DHHS-24-81-0031

Note—204p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Accident Prevention, Administrator Guides, *Children, Definitions, *Injuries, Needs Assessment, *Program Design, *Program Development, Program Evaluation, *Program Implementation, State Programs

Identifiers—Epidemiology, Title V State Maternal and Child Health Programs

Based primarily on the experience of three childhood injury prevention demonstration projects, this manual provides state Title V program directors with an action guide for developing targeted childhood injury prevention programs. The manual is divided into four sections: background; program planning; program design; and program implementation and evaluation. Containing "how-to" information, specific examples, and helpful hints, the manual can be used to develop a total program, to implement separate program components, or to improve or expand existing programs. Chapter I discusses unintentional injury among children in terms of mortality, morbidity, and risk factors influencing injury type and distribution. Chapter II supplies concepts useful in identifying injury factors, conceptual tools for generating countermeasures to un-

intentional injury, and concepts and issues associated with assessment of countermeasures. Program planning is discussed in Chapters III and IV which focus, respectively, on assessing statewide need by collecting and analyzing epidemiological data and on initial phases of program planning. Formulating strategy, surveying prevention approaches, and designing prevention materials, all aspects of program design, are discussed in Chapters V, VI, and VII. Chapter VIII focuses on program organization and administration; Chapter IX discusses selection and cooperation with local communities; and Chapter X overviews evaluation design and data analysis. (RH)

RC

ED 260 853

RC 015 375

Rendon, Laura J.

Preparing Mexican Americans for Mathematics and Science-Based Fields: A Guide for Developing School and College Intervention Models.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400830023

Note—109p.

Available from—ERIC/CRESS, Box 3AF, New Mexico State University, Las Cruces, NM 88003 (\$6.50).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Aptitude, *College School Cooperation, Information Sources, Institutional Characteristics, Intervention, *Mathematics Education, *Mexican American Education, Mexican Americans, Models, Parent Participation, Postsecondary Education, Program Descriptions, *Program Design, *Science Education, Secondary Education, Student Characteristics

Identifiers—*Early Intervention Programs

Recognizing the underrepresentation and poor academic performance of Mexican American students in mathematics and science-based fields, the guide (1) reviews student- and institution-related factors contributing to mathematics and science declines, (2) describes selective secondary and college mathematics and science model programs, (3) identifies and describes organizational components of mathematics and science models, and (4) identifies key elements which contribute to successful models. Poverty, poor high school achievement, lack of encouragement, and poor math and science facilities and materials are identified as barriers to Mexican American participation. The models described are available for replication and target precollege students (11 models), community college students (1 model), and four-year college students (2 models). Key elements and organizational components of successful mathematics and science program models discussed include school/college mission, math/science departmental policies and objectives, organizational design, program staffing, type and level of students targeted, curriculum focus, program funding, program evaluation, and student outcomes. The guide includes how-to-do-it suggestions for planning, organizing, and staffing mathematics models. Practical recommendations suggest ways teachers, counselors, administrators, and parents can facilitate the implementation of mathematics and science models and encourage Mexican American students to develop interest in these fields. (NEC)

ED 260 854

RC 015 377

Wittek, Franz

The Education of Migrants' Children (Vienna and Lower Austria). The CDC's Project No. 7: "The Education and Cultural Development of Migrants."

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT(83)70

Pub Date—20 Sep 84

Note—33p. For related documents, see ED 253 376 and RC 015 378-379.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Boarding Schools, Elementary Secondary Education, Foreign Countries, German,

Inservice Teacher Education, *Migrant Education, *Multicultural Education, *Second Language Programs, *Teacher Education
 Identifiers—*Austria, Austria (Vienna)

The report presents the main observations and conclusions from a three-day visit by a group of experts from the Council for Cultural Cooperation CDCC Project No. 7 to Vienna and lower Austria to examine educational provisions for migrant children to enhance and accelerate their acquisition of German as a second language and to facilitate their integration into the mainstream education system and to examine the initial and inservice training of teachers in multi-ethnic schools. Following an introductory section, Part 2 describes migrant workers (primarily from Yugoslavia and Turkey) and their families. Part 3 explains the legal and informal provisions for migrant children in Austrian schools. Part 4 details the special German language support for migrant children in Viennese compulsory schools. Part 5 outlines the integrative model of the Bad Vöslau Day Boarding School. Part 6 covers the mother tongue tuition provided for Yugoslav and Turkish pupils. Part 7 traces interculturalism in the education of teachers. Part 8 concludes that the most pertinent lesson to be drawn from the Austrian experience lies in the effective demonstration that institutional obstacles, which so often hinder educational cooperation, can be eliminated without compunction. (NEC)

ED 260 855 RC 015 378

Lithman, Yngve Georg

For Better or Worse: Contemporary Social, Cultural and Economic Changes in Europe and Their Significance for Cultural and Educational Policies. The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT(85)13

Pub Date—12 Feb 85

Note—26p. For related documents, see ED 253 376 and RC 015 377-379.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Change, *Cultural Influences, *Economic Factors, *Educational Policy, Foreign Countries, Migration Patterns, Quality of Life, *Social Change, *Sociocultural Patterns
 Identifiers—*Europe

Contemporary demographic, economic, political, and social changes in Europe are influencing cultural and educational processes. International migration, internal migration from rural to urban centers, emergence of the welfare state, professionalization of society, technological advancement, and changes in occupational structure and the situation of women are impacting on family and working life and the standard of living/quality of life. A decontextualizing of social life has occurred. Involved in the transition to new modes are the dehistoricization of history, the lack of predictability, the consequences of "homelessness," the collapse of working-class culture, change in identity formation, emergence of the youth culture, structural paralysis, and "handing-over" of life decisions to professionals. The extraordinary complexity of these changes forces a reconsideration of educational and cultural policies. Standardized solutions must be reconciled to the variety in the local communities by changes in educational and cultural authority structures, thinking processes, and personnel training. The educational system should be "grounded" to everyday life, particularly language teaching to immigrants, and should provide opportunities for a wide range of multicultural exchanges. Those defining and implementing cultural and educational policies must recognize the creative forces at play and provide opportunities for them to become sources of unity and cooperation. (NEC)

ED 260 856 RC 015 379

Opfer, Susan

The Function of Home and Parents in an Intercultural Society. The CDCC's Project No. 7: "The Education and Cultural Development of Migrants."

Council for Cultural Cooperation, Strasbourg (France).

Report No.—DECS/EGT(85)25

Pub Date—27 Mar 85

Note—33p. For related documents, see ED 253 376, and RC 015 377-378.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Bilingual Education, Bilingualism, Elementary Secondary Education, *Family Influence, Foreign Countries, *Immigrants, Migrant Children, Migrant Education, Migration, *Multicultural Education, *Parent Role, Second Language Learning

Identifiers—*Sweden, *Swedish National Parent School Association

The document presents major themes from a three-day symposium of immigrant and Swedish parents, teachers, teacher trainers, cultural workers, researchers, and government civil servants which explored the function of the home and parents in an intercultural society. The first three sections outline the relationship of the symposium to a pilot project coordinated by the Swedish National Parent-School Association which embraces the themes of the Council of Europe Project No. 7, entitled "The Education and Cultural Development of Migrants." Section IV explores the heterogeneous composition of Sweden's population, which increased 45% by immigration from 1944-1976. Section V reviews Sweden's formal and informal immigration policy. Section VI traces the position of immigrants with the National Parent-School Association. The next section addresses parents' questions about bilingualism and multiculturalism. Section VIII summarizes symposium themes into the statement that multiculturalism is an enriching and holistic experience. Section IV considers active bilingualism as an educational objective in Sweden and lists factors challenging the attainment of this goal. Section X describes a videotape, filmed from the perspective of immigrants as they react to linguistic situations. The final section includes the symposium program and list of participants. (NEC)

ED 260 857 RC 015 380

Planck, Ulrich

The Post-Adolescent Phase: A By-Product and a Factor of Development.

Pub Date—Dec 84

Note—8p. Paper presented at the meeting of the International Rural Youth Researchers Association during the World Congress for Rural Sociology Meeting (6th, Manila, Philippines, December 13-21, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Adults, Attitudes, Developing Nations, Developmental Stages, Foreign Countries, *Individual Development, *Industrialization, *Maturity (Individuals), *Rural Youth, Social Change, *Socioeconomic Influences, Technological Advancement, Young Adults, Youth Employment, *Youth Opportunities

Identifiers—*West Germany

Conducted in 1955 and 1980, random sample interview data of 17 to 28 year-old West Germans from places of less than 5,000 inhabitants are used to support the thesis that the post-adolescent phase has been prolonged in the countryside of West Germany during these years of increasing technical and economic development. Findings indicate occupational adult positions are acquired later, while family adult positions are acquired earlier than 25 years ago, with young people leaving home earlier and more radically. A long period of post-adolescence promotes social change when long-term juveniles question goals and values of society and search for alternate behavior patterns. These young adults are open to innovations and have progressive ideas about marriage, family, and the positions of wives. Contemporary rural young adults with a long post-adolescence are more interested in political affairs and are more frequently attracted to progressive political parties. If this period is experienced positively, new ideas and constructive efforts toward further development can be expected. If this period is negative, evidence of resignation or aggression from young people can result. (NEC)

ED 260 858 RC 015 381

Pelphs, Margaret S. And Others

Tennessee Technological University Rural Education Project. 1984-85 Annual Report.

Tennessee Technological Univ., Cookeville. Coll. of Education.

Pub Date—85

Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, *College School Cooperation, Educational Research, Elementary Secondary Education, Field Experi-

ence Programs, Higher Education, Preservice Teacher Education, *Program Development, Research Opportunities, Research Projects, *Rural Education, *School Effectiveness, *Teacher Effectiveness

Identifiers—Comprehensive Education Reform Act 1984 TN, *Rural Education Centers, *Tennessee Technological University

The Tennessee Technological University Rural Education Research and Service Consortium (RERSC) was established in 1984 to facilitate research and service activities of the College of Education faculty in selected rural schools, to provide assistance to faculty desiring to engage in such research and service, and to launch a major research thrust consistent with provisions of the Comprehensive Education Reform Act of 1984 and the rural emphasis on effective schools and effective teaching. RERSC was funded by the University and the College of Education, staffed by a half-time director and a fourth-time secretary, and governed by an 18-member board representing the university and member public schools. Seven area schools were selected to join RERSC on the basis of proximity to campus, dimension of rurality, existing relationships with school officials, access to grade K-12 schools with supervising principals, and future access to small schools with teaching principals. A 4-year school effectiveness study of 100 area rural schools was planned. Eighteen research/service project proposals totaling \$5,003 were accepted and funded. During the 1984-85 school year, 63 student teachers were placed in rural schools for pre-service teacher education field experiences. One-day workshops on ethnographic techniques in educational research and field-based research design were sponsored. (NEC)

ED 260 859 RC 015 389

Cole, Jack T. De Leon, Josie

An Investigation into the Development and Validation of an Assessment Procedure for Identifying Language Disorders in Spanish/English Bilingual Children.

New Mexico State Univ., Las Cruces. Coll. of Education.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC.

Pub Date—Jul 85

Grant—G008430022

Note—217p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Bilingual Students, Children, Communication Disorders, Comparative Analysis, Educational Diagnosis, Elementary Education, English (Second Language), Language Dominance, *Language Handicaps, Questionnaires, *Spanish Speaking, *Testing, *Test Validity

Identifiers—New Mexico (South)

Sixty bilingual Mexican American children (20 language disorder, 20 not qualifying for placement, 20 comparison) between the ages of 7-10 from 2 school districts in southern New Mexico participated in the study to develop and validate an assessment procedure to determine language disorders in Spanish/English bilingual children. An ex post facto approach was used in the validation of the assessment procedure which included subject testing, parent interviews, and teacher checklists. Five experts reviewed the assessment data. The investigation did not produce any recommendations on evaluation measures that appeared to be more viable than others in discriminating differences in the language disordered and non-language disordered bilingual child. The findings demonstrated the complexity of attempting to develop and validate a procedure and the obvious need to establish some validity in the diagnosis of language disorders in Spanish/English bilingual children. The study concluded that it will take much research to ultimately determine what diagnosticians should include in the evaluation. Fourteen appendices include correspondence and forms used in the study. (NEC)

ED 260 860 RC 015 390

Morrissey, Elizabeth S.

Characteristics of Poverty in Nonmetro Counties. Rural Development Research Report Number 52.

Economic Research Service (DOA), Washington, D.C.

Pub Date—Jul 85

Note—16p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington,

DC 20402

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Demography, *Economic Factors, Employment Patterns, Females, Income, *Low Income Counties, Population Distribution, Population Growth, *Poverty, *Poverty Areas, Racial Composition, *Regional Characteristics, *Rural Areas, Rural Population, Socioeconomic Influences

Identifiers—Farms, Feminization of Poverty, United States (South), United States (Southwest)

Economic growth and federal assistance programs lowered the overall nonmetro poverty rates during the years 1959-80, but uneven distribution of benefits resulted in high poverty rates among rural counties containing populations with distinctive demographic, socioeconomic, and employment characteristics. The 100 rural counties with the highest poverty rates were located in south and southwestern United States and shared certain characteristics when compared with the 100 rural counties having the lowest poverty rate. These characteristics were: more likely to lose population, more rural persons, small total population, lower population density, higher proportion of nonwhites, more families headed by women, larger families, greater work-disabled population, higher poverty rates for elderly, lower levels of formal education, lower per capita personal income, lower average family median income, lower employment rates, predominance of low wage jobs, larger share of self-employment, and greater share of earnings from farming and government employment. Although farms were larger in high poverty rate counties, market value of farm sales compared with poverty rates suggested skewed distribution of wealth and income. Knowing these characteristics can help public officials develop successful antipoverty programs. Supporting graphs and tabular information drawn from federal source data are included. A 14-item bibliography is appended. (LFL)

ED 260 861

RC 015 393

Wilms, Douglas C.

Eastern North Carolina: An Education Atlas.

East Carolina Univ., Greenville, NC. Rural Education Inst.

Spons Agency—Z. Smith Reynolds Foundation, Sapelo Island, Ga.

Pub Date—85

Note—142p.; Funding was also provided through grants from the East Carolina University Foundation and Alumni Association.

Pub Type—Reference Materials - Geographic (133) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, Atlases, Demography, Educational Attainment, Educational Finance, Elementary Secondary Education, Enrollment, Income, Mathematics Achievement, Population Distribution, Poverty Areas, Reading Achievement, *Rural Areas, *Rural Education, *School Statistics, *Student Characteristics, Teacher Characteristics

Identifiers—*Counties, *North Carolina (East)

To provide school systems, organizations, and individuals interested in improving rural education with current information on local conditions, the Rural Education Institute of East Carolina University has compiled demographic and educational data on 41 eastern North Carolina counties into this educational atlas. The 32 maps show the 41 counties of eastern North Carolina; municipalities with local education agencies; rural and urban population (52% rural); per capita personal income (\$7,564, average); families below the poverty level (16.5%); numbers receiving Aid to Families with Dependent Children; participation in school lunch programs; estimated property values; public education local revenue and expenditures; professional staff paid with local funds; enrollment data (public school totals, racial composition, percent of exceptional children, exceptional programs by category); student retention and dropout rates; adult educational levels; intentions of high school graduates; sex and race of teachers and administrators; professional staff degrees; reading achievement for grades 1,2,3,6, and 9; mathematics achievement for grades 1,2,3,6, and 9; and Scholastic Aptitude Test scores. Narrative pages accompany each map and provide supporting facts and figures. (NEC)

ED 260 862

RC 015 400

Johnson, Frederic C.

Junior High Migrant Student Services: A Compen-

dium.

State Univ. of New York, Oneonta. Coll. at Oneonta.

Pub Date—May 85

Note—27p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Dropout Characteristics, *Dropout Prevention, Dropout Research, Enrollment, High Risk Students, Junior High Schools, *Junior High School Students, *Migrant Education, *Migrant Youth, Parent Attitudes, Questionnaires, *School Holding Power, Student Attitudes, Student Problems, Teacher Attitudes

Migrant student enrollment declines steadily in junior high school as a result of low achievement, poor self-esteem, social isolation, late enrollment/early withdrawal policies, and school attitude toward migrant students. Parents, educators, and 237 junior high school migrant students from Arizona, Michigan, New York, Wisconsin, Texas, and Florida were surveyed during 1984-85 to explore reasons for dropping out of school. Most frequently mentioned were inability to catch up, teacher negativism and apathy, and family financial dependence on migrant teenagers. Students who believed they would graduate listed a set of goals, willingness to study, and parental expectations and support as reasons for remaining in school. Those who did not expect to graduate listed as reasons the inevitability of falling behind, negative school factors, language and family problems, and substance abuse. Suggestions for improving school holding power included numerous social activities, employment opportunities, flexible scheduling, career awareness counseling, fostering of positive self-image, respect for cultural heritage, honest and sincere teachers, and emphasis on English language. Educators attending three migrant education workshops emphasized the importance of school-parent communication and parental involvement. Existing school- and student-oriented programs to curb dropout behavior are summarized. Enrollment data, survey questionnaire, and sample student transfer form are included. (LFL)

ED 260 863

RC 015 401

Johnson, Frederic C.

A Directory of Scholarships and Financial Assistance Programs Available to Migrant High School Graduates.

State Univ. of New York, Oneonta. Coll. at Oneonta.

Pub Date—June 85

Note—26p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, *Disadvantaged Youth, Hispanic Americans, Mexican Americans, Migrant Adult Education, *Migrant Youth, *Minority Groups, Postsecondary Education, *Scholarships, *Student Financial Aid, *Student Loan Programs

Thirty-nine of the 97 financial assistance programs in this directory are awarded to disadvantaged, Mexican American, migrant, and minority postsecondary students. The other programs have more general requirements. Eighty-three of the listed programs are privately funded; 14 are federally funded. Each listing consists of the name of the assistance program and an address for further information. Eighty-two listings include eligibility requirements and amounts of assistance available. Listings are arranged alphabetically by program name within six areas: (1) disadvantaged; (2) federal; (3) Mexican American; (4) migrant; (5) minority and; (6) miscellaneous. (LFL)

ED 260 864

RC 015 402

Sanchez, James Joseph. Comp. Romero, Patricia. Comp.

Mass Media Systems (Television, Radio, and Satellite) for LDC Regional Educational Development: The Case of Africa and the Middle East. Bibliography 22.

Phoenix Univ., AZ; Tucson Applied Linguistics Group, AZ.

Pub Date—Sep 85

Note—14p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Annotated Bibliographies, Communications Satellites, *Developing Nations, *Educa-

tional Development, *Educational Media, Educational Radio, Educational Television, Foreign Countries, *Mass Media, Nonformal Education, Rural Population

Identifiers—*Africa, Central America, *Middle East, South America

Intended as an introduction to the use of educational media in the Less Developed Countries (LDCs), this bibliography provides an overview of materials available in government documents collections. The 33 documents listed are derived principally from the Agency for International Development (AID), with 2 documents having been included from the Educational Resources Information Center (ERIC). Each entry indicates from which source the document is obtainable and includes an annotation. Dates of publication for the references range from 1972 to 1985, with most falling in the mid-1970s. Abbreviations used in document titles and annotations are defined. An index provides an alphabetized listing of topics and areas of concern. (PM)

ED 260 865

RC 015 403

Johnson, Marilyn Kay Amundsen, Cheryl

An Integrated Distance Education Teacher Training Model for Special Education Teachers in Rural Settings.

Pub Date—Aug 85

Note—12p.; Paper presented at the International Conference on Distance Education (13th, Melbourne, Australia, August 13, 1985).

Pub Type—Reports - Descriptive (141) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiotape Cassettes, *Continuing Education, Correspondence Study, *Distance Education, Extension Education, Higher Education, *Models, Professional Education, Rural Areas, *Rural Education, *Special Education Teachers, *Teacher Certification, Telecommunications, Teleconferencing, Videotape Cassettes

Identifiers—*Alaska, University of Alaska Anchorage

A 3-year project to provide rural Alaska teachers with access to the University of Alaska-Anchorage's Special Education Program used distance education in learning applications as well as in developing a knowledge base. Previous Alaskan distance education programs had been criticized as "second class" compared to traditional on-campus programs. To assure quality control equivalent to the campus program, the project emphasized human contact and uniform evaluation criteria. Telecommunications systems—videocassette, audiocassette, teleconferencing—as well as site visits by faculty, student presentations, and weekly student meetings facilitated human interaction. Student assignments were graded by the same criteria as on-campus student work. Seven of 10 courses required for certification in special education were offered and students also attended on-campus summer school. Approximately 12 students enrolled at each of 3 remote sites. Seven students completed the certification program, 12 subsequently completed the program on campus, and 12 applied their credits to other programs. The distance education program required more faculty time and effort than the on-campus program, students needed more individual and group support, and technological problems and lack of student skills in using the technology had unexpected potential to disrupt training. (LFL)

ED 260 866

RC 015 404

Gale, Nancy

Child Sexual Abuse in Native American Communities.

National American Indian Court Judges Association.

Spons Agency—Children's Bureau (DHHS/OHS), Washington, DC.

Pub Date—Aug 85

Note—16p.

Available from—National Indian Law Library, 1506 Broadway, Boulder, CO 80302 (Copies can be ordered, for mailing costs).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indians, *Child Abuse, Child Advocacy, Children, Child Welfare, Community Resources, *Community Role, Cultural Differences, Incidence, Legal Responsibility, *Prevention, *Sexual Abuse, Social Differences, *Social Influences, Social Services, Tribes

Information on causes and warning signs of child sexual abuse, examples of treatment, and prevention

resources are presented in this guide which highlights cultural differences in American Indian communities that may influence the occurrence and prevention of child sexual abuse. The guide begins by stating that from the limited statistics available, American Indian communities experience child sexual abuse at approximately the same rate as non-Indian communities. A question-answer format provides a definition of child sexual abuse, characteristics of sexual offenders and children at-risk for abuse, and behaviors that can indicate abuse. The remainder of the guide, stressing community responsibility, outlines nine steps for communities to take in the prevention of child sexual abuse. Prevention measures include community education, personal safety curriculum in schools, workable reporting mechanisms, interagency cooperation, and training for professionals. Special problems and resources when sexual abuse occurs in Native American communities are summarized. Problems include distrust of the legal and social agencies intended to help and problems of legal jurisdiction which make both services and prosecution difficult to obtain. Resources include the influence of tribal leaders and traditional practices, such as the talking circle, for problem solving among tribal members. (JHZ)

ED 260 867 RC 015 405

Zokan delos Reyes, Louise

Adoption and the American Indian Child: A Manual for Social Service Workers.

National American Indian Court Judges Association.

Spons Agency—Children's Bureau (DHHS/OHS), Washington, DC.

Pub Date—Aug 85

Note—16p.

Available from—National Indian Law Library, 1506 Broadway, Boulder, CO 80302 (Copies can be ordered, for mailing costs).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adopted Children, *Adoption, *American Indians, Child Advocacy, Children, Children's Rights, Child Welfare, *Compliance (Legal), Court Litigation, Cultural Influences, Federal Indian Relationship, Federal Regulation, Guidelines, *Legal Responsibility, Parent Rights, *Social Services, *State Courts, Tribes, Trust Responsibility (Government)

Identifiers—Bureau of Indian Affairs, *Indian Child Welfare Act 1978

Written for social service workers involved with Indian child welfare cases in which adoption through a state court is being considered, this manual presents basic information about the requirements of the Indian Child Welfare Act of 1978 (ICWA) in cases of Indian adoption. Background material explains that the ICWA—intended to establish standards to help keep Indian families intact and prevent unnecessary out-of-home placement—is, apparently, misinterpreted by many social service agencies as prohibiting the adoption of any Indian child. A summary is provided of the way adoption is perceived in Indian communities and the circumstances in which adoption of an Indian child is appropriate. Specific information is provided about ICWA requirements for voluntary and involuntary termination of parental rights, preferred adoptive homes, diligent search for a suitable adoptive home, and obligations of the state upon finalization of an Indian adoption. The manual includes a directory of Bureau of Indian Affairs Area offices and seven organizations that maintain national or regional registries of prospective Native American adoptive families and/or children. (JHZ)

ED 260 868 RC 015 407

Scott, Robert J.

Teaching and Learning in Remote Schools: A

Dilemma Beyond Rural Education.

InterAmerica Research Associates, Rosslyn, Va.;

National Information Center for Handicapped

Children and Youth, Washington, DC.

Spons Agency—Special Education Programs (ED-

/OSERS), Washington, DC.

Pub Date—Sep 84

Contract—300-82-0247

Note—7p.

Journal Cit—Information from the National Information Center for Handicapped Children and Youth; Sep 1984

Pub Type—Reports - Descriptive (141) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Curriculum, *Educational Needs, Educational Quality, Elementary Secondary Education, Inservice Teacher Education, One Teacher Schools, Rural Areas, *Rural Education, School Community Relationship, *Small Schools, Special Education, *Teacher Characteristics, Teacher Education, Teacher Housing, Teacher Role

Identifiers—Generalists, *Isolation (Geographic), Nevada, Nevada Rural School District Alliance Isolated by distance and geographic barriers from population centers, services, current information, and opportunities, 15 of Nevada's 17 school districts are not simply rural, but are remote. Servicing districts that average fewer than 2 people per square mile, 21 elementary schools have only 1 teacher. Sixteen high schools have enrollments of less than 100. Curricula in remote schools is limited, depending on resourcefulness of teachers, administrators, and community members to fill gaps from lack of art, music, counseling, physical education, library, or vocational specialists. Alternative strategies for remote schools include multigrade arrangements, itinerant services, assistance from multi-school principals, employment of paraprofessionals, and rotating diagnostic-prescriptive services. Use of computers and video tapes is increasing but remote areas lack access to television/satellite transmission. Mildly/moderately handicapped children are mainstreamed while severely handicapped are unserved or institutionalized. Teachers must be "competent generalists," with skills in individualizing instruction for all students. Teachers either spend a lifelong career or only 1 or 2 years in remote schools. Despite teacher benefits including housing subsidies and isolation salary bonuses, districts cannot always fill positions. Teacher training, retraining, and inservice needs are extensive and are beginning to be addressed by the Nevada Rural School Alliance, formed in 1983. (NEC)

ED 260 869 RC 015 412

Tippecanoe, John W., III

Public School Administration on Indian Reservations.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—Sep 84

Contract—400-83-0023

Note—4p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, Administrator Role, *American Indian Education, *American Indian Reservations, Elementary Secondary Education, Enrollment, *Information Sources, *Public Schools, Rural Areas, Urban Areas

Identifiers—ERIC Digests

In addition to presenting a brief picture of the public school administrator on an Indian reservation, this digest identifies some issues and problems, suggests ways for administrators to deal with those problems, and provides possible resources which can be of assistance. After citing public school enrollment at 176,000 Indian students attending 800 public schools on or near reservations, special challenges faced by the administrator are described. Some challenges include the additional responsibilities of working on or near reservations, isolation of some communities, staffing problems due to isolation, community interaction and communication, integration of language and cultural education into the regular curriculum, understanding the impact of federal policy, and understanding tribal policy. Educational standards, funding, public relations, staffing, and student attendance are identified as major issues. Recommendations emphasize analyzing these issues from educational, economic, political, and cultural perspectives. Special resources available are cited including the Bureau of Indian Affairs, the Department of Education, national organizations, journals, the ERIC Clearinghouse on Rural Education and Small Schools, and the Bilingual Clearinghouse. (PM)

ED 260 870 RC 015 413

Rodriguez, Irene V.

Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers.

ERIC Clearinghouse on Rural Education and Small

Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-83-0023

Note—4p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Hispanic Americans, *Incentives, *Mathematics Teachers, Motivation Techniques, *Science Teachers, Teacher Education, *Teacher Recruitment

Identifiers—ERIC Digests

This digest reviews a variety of strategies that might be employed by school districts, teacher education institutions, and state educational agencies to attract, train, and retrain Hispanic teachers in math and science. The need for long-term solutions is discussed. Five action-oriented steps to attract Hispanic high school graduates into the teaching profession include identifying talented Hispanic high school students, developing their interest in teaching, locating and engaging "master" teachers, arranging significant student-teacher contact, and providing incentives for students to participate in special programs. Adaptations of recommendations by Franz, Aldridge, and Clark are also listed. Short-term solutions are listed, e.g., providing readily available opportunities for recertification, offering improved working conditions, offering teachers financial assistance during additional years of college preparation, providing summer jobs in industry, recruiting part-time instructors from other segments of society, and borrowing skilled professionals from industry. Options for financing programs for youths in teacher education programs and for Hispanic teachers currently employed or underemployed are presented. (PM)

ED 260 871 RC 015 414

Gardener, Clark Quezada-Aragon, Manuela L.

Undocumented Children: An Ongoing Issue for the Public Education System.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—84

Contract—400-83-0023

Note—4p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Educational Finance, Educational Legislation, *Educational Policy, Elementary Secondary Education, Enrollment, Program Costs, Program Development, *Public Education, School Districts, State Legislation, Student Characteristics, *Undocumented Immigrants

Identifiers—ERIC Digests, *Undocumented Students

The issue of providing public education for undocumented students (children of foreign-born persons who reside and/or work in the United States without proper permission from immigration authorities) is receiving current attention for two major reasons: (1) fear that the financial burden on local taxpayers will increase in areas with increasing concentrations of undocumented students; and (2) Supreme Court declaration that Section 21.031 of Title I of the Texas Education Code, which denies reimbursement of funds to local school districts for educating undocumented children, is unconstitutional. While Texas estimates \$85 million a year is spent to educate undocumented students and Los Angeles estimates annual expenditures of \$415 million, the question of the actual cost of educating undocumented students continues because most states lack actual enrollment figures. The cost of developing and implementing programs for undocumented children depends upon district characteristics (numbers of students, taxable property per pupil, teacher linguistic characteristics, presence of programs for limited-English-speaking students, pupil-teacher ratios, historical enrollment patterns, status of physical facilities, and proximity to migration streams used by undocumented persons) and student characteristics (numbers, age dispersion, geographic dispersion, English fluency, prior educational experiences, length of presence in this country, and socioeconomic status). (NEC)

ED 260 872

RC 015 417

Blinder, Eugene

Alternative Funding Sources for Migrant Education.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-83-0023

Note—4p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Resources, *Educational Finance, Elementary Secondary Education, Federal Aid, Financial Needs, *Financial Support, *Fund Raising, *Migrant Education, Migrant Programs, *Private Financial Support, Resource Allocation, State Aid

Identifiers—*Elementary Secondary Education Act Title I, ERIC Digests

Despite 1983 Elementary and Secondary Education ACT (ESEA) Title I federal funding of over \$255 million for more than 3,000 projects for some 600,000 migrant children and youth, there is still need for alternate funding sources to overcome spiraling inflation and increasing program costs and numbers of eligible children. Other federal, state, local, and private sector agencies that have traditionally served the poor, disadvantaged, and other special-needs populations could also serve migrant students. Potential sources include the amended Chapter I and Chapter II of Title I ESEA; Title VII ESEA bilingual funds; 27 federal agencies listed in the Federal Catalog of Domestic Programs as having funding priorities for migrants; states' Title I set-aside monies; state agencies for employment, training, health and human services, and agriculture; and local service agencies funded by economic development block grant monies or United Way dollars. Tapping private sector resources requires appropriate long range, coordinated planning and sustained effort including the following six steps: identifying alternative funding sources using tools like the Foundation Directory; researching sources to identify common interests; determining how to approach the source; cultivating new sources; acknowledging sources for past services on similar populations; and thanking sources for donated time and effort. (NEC)

ED 260 873

RC 015 420

Lee, Connie L.

Outdoor Education Activities for Elementary School Students.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—400-83-0023

Note—4p.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, Discovery Learning, Educational Philosophy, Elementary Education, *Elementary School Curriculum, Environmental Education, Experiential Learning, Health Education, *Interdisciplinary Approach, Language Arts, *Learning Activities, Mathematics, Music Activities, *Outdoor Activities, *Outdoor Education, Science Activities, Social Studies

Identifiers—ERIC Digests

Outdoor education is an informal method of teaching and learning which offers opportunities for elementary school students, regardless of intellectual abilities, to learn about and appreciate their environment and acquire skills with which to enjoy a lifetime of creative, productive, and healthful living. Outdoor education can enrich, vitalize, and complement all content areas of school curriculum by means of first-hand observation and direct experience out-of-doors. School grounds, regardless of locale, can afford learning opportunities. This publication discusses the need for and focus of outdoor education, outlines six school ground activities adaptable to any elementary grade level, and provides specific language arts, social studies, science, health, mathematics, art, and music projects for each outdoor activity. The outdoor activities include: marking shadows at different time intervals;

collecting insects and other animals; observing the flagpole; observing a partly cloudy sky; and observing birds near feeders or shrubs. Interdisciplinary activities suggested from a visit to the school parking lot include composing words from license plate letters, determining distances to capital cities of states represented by cars in the parking lot, suggesting parking lot safety rules, computing parking lot size, designing a car using basic shapes and colors, and composing a song or rhythmic reading. (NEC)

ED 260 874

RC 015 424

Helge, Doris

Planning Staff Development Programs for Rural Teachers.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 85

Contract—400-83-0023

Note—4p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, Educational Technology, Elementary Secondary Education, Faculty Development, *Information Sources, Inservice Education, Needs Assessment, Program Content, *Program Design, *Rural Education, *Staff Development, Teacher Educator Education, *Teacher Improvement

Identifiers—ERIC Digests

An effective staff development program for rural teachers will have identified the needs to be met, will incorporate good management principles, and will make use of a variety of resources—the community itself, nonprofessional staff, business and industry, and shared teaching efforts. Distinctive staff development needs of rural teachers may include obtaining specialized teaching resources; mastering use of "high-tech" innovations; integrating rural-focused content into curricula; securing funding and equipment; involving the community; relating with parents, peer professionals, and community members; and providing for special need students. Good staff development programs should incorporate a broad definition of staff development, ensure that relevant personnel at all levels are trained, develop partnerships to secure additional resources, and use low cost or free staff development tools. Effective rural staff development practices are use of system-wide models, use of specific technological approaches to meet special needs, and focus on individual teacher needs. A variety of rural staff development resources including journals, reports, reviews, and inservice modules are available through the ERIC Clearinghouse on Rural Education and Small Schools, Rural Education Association, American Council on Rural Special Education, and National Rural Development Institute. Addresses and publications/services of these agencies are provided. (NEC)

ED 260 875

RC 015 432

Lenz, Diane

Working With Cross-Cultural & English-as-Second-Language Populations: Employment of Paraprofessionals.

Pub Date—Mar 85

Note—9p.; Paper presented at the Annual National Rural Special Education Conference (5th, Bellingham, WA, March 19-22, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—American Indian Education, American Indian Reservations, American Indians, Community Programs, Cultural Influences, *Delivery Systems, English (Second Language), Home Programs, *Outreach Programs, *Paraprofessional Personnel, Preschool Education, Program Descriptions, Program Implementation, Rehabilitation Programs, *Reservation American Indians, *Rural Areas, Rural Population, *Special Education

Identifiers—Arizona (North), *Early Intervention Programs, Institute for Human Development AZ The Paraprofessional Program of the Institute for Human Development has proven to be an effective means of providing early intervention services in northern Arizona's sparsely populated, culturally diverse rural communities. The program model includes identification and comprehensive profes-

sional evaluation of young handicapped children and hiring and training of indigenous paraprofessionals to provide service to children and their families. The program coordinator provides on-site supervision and works with paraprofessionals on three phases of program development: (1) initiating a home-based service program; (2) developing local resources and establishing a preschool classroom staffed by paraprofessionals; and (3) cooperating with local public schools interested in incorporating preschool programs for handicapped children. As of March, 1985, the Paraprofessional Program had five service centers—three on the White Mountain Apache and Navajo Reservations—and was developing two sites on the Hualapai Reservation. The paraprofessional staff of eight served 40 children from eight months to five years whose handicaps ranged from moderate to severe. The annual program budget of \$70,000 is considered cost-efficient. By employing local paraprofessionals—familiar with the culture and politics of their communities—the program is able to provide consistent services to a population not effectively served by much more costly, city-based programs. (JHZ)

ED 260 876

RC 015 433

Barker, Bruce

Attitudes of Principals Concerning Curriculum Needs in Small High Schools.

Pub Date—23 Sep 85

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Core Curriculum, Courses, *Curriculum Evaluation, High Schools, National Surveys, *Needs Assessment, Principals, Rural Education, *Rural Schools, School Size, *Secondary School Curriculum, *Small Schools

To determine the core curriculum and the specific curriculum needs of small high schools today, questionnaires were mailed to a sample of 475 public high schools with enrollments of less than 300 students. Principals were asked to indicate which of 105 courses listed on the questionnaire were in their school's curriculum and to rate the need for courses not offered. Responses were received from 319 principals in 46 states for a return rate of 67.2 percent. Findings suggest that the core curriculum in most small high schools would allow for the 4 years of English, 3 years each of mathematics and science, and one-half year of computer literacy recommended by the National Commission on Excellence in Education. The recommended 3 years of social studies might be difficult to obtain, and the 2 years of foreign language recommended for college bound students would definitely be difficult to obtain in small high schools. Principals indicated a need for courses in word processing, data processing, computer programming, remedial reading, speech, computer literacy, computer mathematics, first aid and safety, geography, creative writing, and consumer economics. Of special interest, foreign language, advanced placement, and agriculture courses were not ranked among the most needed courses. (JHZ)

ED 260 877

RC 015 434

Gillis, H. Lee

Adventure-Based Counseling Bibliography.

Pub Date—85

Note—5p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adventure Education, Camping, *Counseling Techniques, *Experiential Learning, Games, Group Activities, Group Counseling, *Group Dynamics, Individual Development, *Outdoor Activities, Psychological Patterns, *Therapeutic Recreation

Identifiers—*Action Oriented Therapy, Outward Bound

Books, journal articles, and dissertations are included in this bibliography of 47 references related to adventure-based counseling. Titles refer to the therapeutic uses of various outdoor activities and include mention of wilderness camps, family camps, recreational and initiative games, wilderness solitude, canoeing, wilderness survival, and Outward Bound. Topics include interpersonal trust, stress, group cohesiveness, child development, human relations, wellness, and group dynamics. Specific populations in citation titles are camp counselors, families, adults, fifth and sixth grade students, women, small groups, couples, handicapped individuals, and institutionalized children. Full citations

are arranged alphabetically by author without annotation. The majority of publication dates are from 1980-1983. (JHZ)

ED 260 878 RC 015 435

Gillis, H. Lee. *Dagley, John*
Adventure-Based Counseling: An Adlerian "Natural High."

Pub Date—May 85

Note—5p.; Paper presented at the North American Society of Adlerian Psychology (Atlanta, GA, May 25, 1985).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adventure Education, *Counseling Techniques, Counseling Theories, *Experiential Learning, Family Counseling, *Games, *Group Activities, *Group Counseling, Helping Relationship, Marriage Counseling, Spouses, Therapeutic Recreation

Identifiers—*Action Oriented Therapy, Adlerian Psychology

Special characteristics of action-oriented approaches to therapy, cautions and tips for using these approaches, and sample activities are provided in this guide. An introductory section explains the relationship of action-based counseling to the traditional action-oriented methods and principles of Adlerian psychology and emphasizes the merit of the approach for couples and families as well as individuals. Brief directions are given for 13 activities that require group problem solving and cooperation between couples or among group members. A list of 11 references for further information is included. (JHZ)

ED 260 879 RC 015 436

Gillis, H. Lee

An Active Adventure for Groups.

Pub Date—Jul 85

Note—10p.; Paper presented at the Georgia School Counselors Institute (St. Simons Island, GA, July 1985).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adventure Education, Brainstorming, *Experiential Learning, *Games, *Group Activities, *Group Therapy, Leadership Responsibility, Learning Activities, Outdoor Activities, *Problem Solving, Program Descriptions, Recreational Activities

A sequence of action-oriented games and activities is provided in this guide for group therapy leaders who wish to employ activities to promote trust, problem solving, and cohesion among group members. Introductory material discusses the objectives of action-oriented therapy, the adaptation of traditionally outdoor activities to indoor settings, and the balance of activity time to processing time. Following the introduction, a history of adventure activities for groups is presented in outline form, highlighting the distinctive features of Outward Bound, New Games Foundation, Playfair, and Project Adventure—organizations that have pioneered in adventure education, creative play, and experiential learning. The third section gives directions for six warm-up games, six games for pairs, and seven activities for group problem solving. Following the activities are ten tips for leaders of processing/debriefing sessions. These include asking the group to evaluate the activity, discussing how group members felt as they were participating, and relating games and initiatives to issues facing the group. A seven-step approach to creative problem solving gives directions for brainstorming, identifying and evaluating alternative problem solutions, and developing a sequential plan for implementing a solution. A bibliography of 16 references is included. (JHZ)

ED 260 880 RC 015 437

Gillis, H. Lee

The Strategic Use of Adventure Activities with Couples.

Pub Date—May 85

Note—5p.; Paper presented at the Georgia Association for Marriage and Family Therapy Annual Conference (Jekyll Island, GA, May 3-5, 1985).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Adventure Education, *Experiential Learning, *Games, *Group Activities, Group Therapy, Learning Activities, Marriage Counseling, *Problem Solving, *Spouses

Activities commonly associated with outdoor adventure education can be used effectively in therapy for couples. The adventure education concepts of risk, trust, fear, anxiety, dependence/independence, problem solving, and intimacy are all dealt with in therapy and enrichment experiences for couples. While the outdoor environment has a tremendous impact, many adventure activities can be adapted for the indoor therapy room. Directions are provided for six adventure activities for pairs and eight for groups. The activities require problem solving and cooperation and include games and initiatives such as "Stand-up" (pairs grab hands, place feet together, and attempt to stand up simultaneously), "Pyramid" (the group forms a symmetrical pyramid and attempts to walk forward), and "Four Pointer" (groups of seven arrange themselves so that they have only four points of contact with the floor). A list of seven resources is included. (JHZ)

ED 260 881 RC 015 439

Willie, Jo Ann, Comp. And Others

Sources of Financial Aid Available to American Indian Students.

New Mexico State Univ., Las Cruces.

Pub Date—May 85

Note—49p.; For the 1984 booklet, see ED 249 014.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Education, *American Indian Education, American Indians, Colleges, *Educational Resources, Eligibility, Federal Aid, Fellowships, Financial Support, Grants, *Organizations (Groups), *Postsecondary Education, Scholarships, State Aid, *Student Financial Aid, Student Loan Programs, *Universities, Work Study Programs

Identifiers—Bureau of Indian Affairs, United States (Southwest)

The booklet describes sources of financial aid (fellowships, grants, loans, scholarships, work study programs) for American Indian college students and provides guidelines for admission and the financial aid application process for both undergraduate and graduate students. Identified as major sources of financial aid are five federal programs (Basic Educational Opportunity Grant or Pell Grant, Supplementary Educational Opportunity Grant, College Work Study Program, National Direct Student Loan, Guaranteed Student Loan); state aid programs; Bureau of Indian Affairs Higher Education Grant/Loan Program; and tribal scholarships. Information about 45 other sources of financial aid (business, professional, educational, religious, and Indian organizations) is given including names, addresses, and telephone numbers of contact persons; type, amount, and duration of aid; application deadlines; applicant requirements; required field of study and grade point average. Fifty colleges and universities in Arizona, California, Colorado, New Mexico, Nevada, Oklahoma, and Utah that offer financial aid and other support services for American Indian students are cited. Information provided about each institution includes number and percentage of American Indian students to total student population, special programs, student organizations, financial aid, special studies, summer programs, tuition and fees, and room and board costs. (NEC)

ED 260 882 RC 015 442

Turnbull, William W.

Succeeding by the Numbers.

Pub Date—May 85

Note—17p.; Paper presented at the Border College Consortium Conference (San Antonio, TX, May 3, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Academic Aspiration, *Access to Education, Educational Change, *Educational Counseling, Educational Policy, *Expectation, *Hispanic Americans, *Mathematics Achievement, Outcomes of Education, Parent Participation, Postsecondary Education, School Guidance, School Role, Secondary Education, Success

Evidence shows that choice of field of concentration at the middle school or junior high level is the single most powerful predictor of how far a student will progress up the educational ladder. National statistics now indicate that out of 10 Hispanic students in the 8th grade, about 5 will receive a high school diploma but only 1 will have completed an academic program in school which prepared the stu-

dent for college admission and the pursuit of a professional career. Students, parents, guidance counselors, teachers, and principals should be acutely aware that the decision to take or not to take elementary algebra in junior high is a crucial, hard-to-reverse decision that adds up to a predisposing pattern. Stereotypic thinking leading to the assumption that Hispanic children probably will want to embark on vocational or general curricula must be changed. Programs such as Options for Excellence, conducted in San Antonio, Texas, by the College Board from 1981-1984, have been successful in identifying able high school students whose abilities and talents were not being fully recognized, instilling a sense of optimism and self confidence, and raising the educational sights and expectations of students, parents, and schools. (NEC)

ED 260 883 RC 015 443

Little, Mickey, Peterson, Lin

Planning a Class Camping Trip. ERIC Digest: Outdoor Education.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 85

Contract—400-83-0023

Note—14p.

Pub Type—Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adventure Education, *Camping, *Class Activities, Elementary Secondary Education, Followup Studies, Guidelines, Learning Activities, Outdoor Activities, *Outdoor Education, *Planning, *Resource Materials, *Teacher Role

Identifiers—ERIC Digests

A well-planned class camping trip is a learning adventure which develops personal values, generates lifelong learning skills, encourages group cooperation, and enhances knowledge of and appreciation for natural environments. This digest is a guide to help teachers offer this unique learning opportunity to their students. Separate sections present prerequisites for the trip (group goals/objectives); basic considerations (group age, skills, available time, travel modes/distances, weather); activities to provide specific learning expectations; assessment of sites and facilities; and options for grouping adults/students to maintain a 1 to 8-12 ratio. Another section details required advance planning activities: determining goals, preparing activity schedules, reviewing camping skills, training adult leaders, scheduling transportation, reserving camp sites, determining costs, collecting payments, preparing for weather and emergency situations, making a kaper chart to distribute camp chores, choosing menus, securing food supplies, procuring camping equipment, reviewing safety procedures, making emergency plans, defining/discussing group rules and regulations, and determining school policies and procedures. A section suggests follow-up activities: continuing classroom learning experiences, cleaning and returning equipment, writing thank-you notes, and preparing written student and adult evaluation reports. A final section lists resources for finding information on camping skills, trip planning, adventure activities, recreation programs, touring, program administration, etc. (NEC)

ED 260 884 RC 015 444

Swift, Doug

Facilitating Certification and Professional Development for Small Schools. ERIC Digest: Small Schools.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 85

Contract—400-83-0023

Note—6p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *Change Strategies, Elementary Secondary Education, Financial Support, Higher Education, *Rural Schools, *Small Schools, *Staff Development, State Departments of Education, *Teacher Certification, *Teacher Education Programs, Teacher Recruitment, Teacher Role

Identifiers—ERIC Digests

Addressing the problems of recruiting and retaining qualified teachers for small and rural schools, this digest outlines improvements that could be made by teacher education programs, state education agencies, school superintendents, and teachers themselves. Suggested guidelines for teacher education programs stress nontraditional approaches that would allow teachers to obtain the multiple teaching endorsements usually needed in small school districts. Suggested delivery systems include the use of telecommunications, weekend courses, correspondence courses, intensive on-campus courses, and rural centers for preservice and inservice teachers. Change strategies proposed for state agencies focus on certification requirements and funding strategies. At the school district level, suggestions include conducting needs assessments among rural small schools and using shared services to provide staff development activities. Teachers are urged to prepare themselves as generalists rather than subject-matter specialists and to recognize the demands of teaching and living in small communities. A list of 10 references is included. (JHZ)

ED 260 885 RC 015 445

Schwartz, Rhea

The Respond/Read/Replicate/Report System.

Pub Date—Mar 85

Note—11p; Paper presented at the Annual National Rural Special Education Conference (5th, Bellingham, WA, March 19-22, 1985).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Community Characteristics, Evening Programs, Individualized Instruction, Needs Assessment, Rural Areas, Rural Education, Rural Extension, Special Education Teachers, Teaching Methods

Identifiers—Florida

An effective teaching technique for a university extension course for rural special education teachers is the respond/read/replicate/report system. The four-step system was developed to stimulate tired, beleaguered teachers with differing experiences, knowledgeability, and teaching/learning styles who drove up to 60 miles on country roads to attend a 15-session, 2-3 hour evening class after putting in a full day teaching exceptional children. Step 1, "Teachers Respond," permits the teachers to respond to a needs assessment by developing personal course outlines, sequenced and prioritized according to their needs. Step 2, "Teachers Read," provides teachers with time before and after each class to find applicable materials for their next topic from the instructor's portable extension library. In Step 3, "Teachers Replicate" occurs. Given the general topic of the week, teachers read an article applicable to their needs in the classroom in terms of improving behavior, learning, strategies, evaluations, etc. and do an approximate repetition of the idea, theory, method, or technique with their own class. Step 4, "Teachers Report," requires a detailed, formatted written report of what was done in Step 3 and what happened, plus a verbal rendition and discussion of the experiment and its relevancy to the teacher's classroom. (NEC)

SE

ED 260 886 SE 045 859

Fonzo, Richard Russell, Thomas L.

Rationale for a Study of the Relevance of Academic Learning Time and Active Teaching Behaviors to Secondary Science Teacher Effectiveness. Part of a Paper Set: Applying Teacher Effectiveness Findings to Preservice and Inservice Science Teacher Education.

Pub Date—Apr 84

Note—9p; For a related document, see SE 045 860. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 27-30, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, Inservice Teacher Education, Instructional Improvement, Preservice Teacher Education, Science Education, Science Teachers, Secondary School Teachers, Teacher Behavior, Teacher Effectiveness, Teacher Evaluation,

Time on Task

Identifiers—Science Education Research

This report is part of a paper set which focuses on a project designated as "Applying Research to Teacher Education (ARTE)." It reviews application possibilities of teacher effectiveness research in elementary classrooms to science teaching at the secondary level. Mills College (Oakland, California) was one of the sites involved in the project. A situational analysis of its teacher preparation program provided the bases for the development, implementation, and evaluation of techniques for applying research findings in both preservice and inservice teacher education programs. Four cooperating teachers and six student teachers of elementary school mathematics participated in the study. The project suggested that skill development in assessing student learning was needed and that training in measurement of academic learning time and active teaching behaviors with student and cooperating teachers would help. Highlights from the interviews of the participating student and cooperating teachers are presented. All participants reported changes in their teaching as a result of the project ideas and the associated feedback that they received about their teaching. The project was also noted to offer collaboration opportunities between teachers and research project personnel. (ML)

ED 260 887 SE 045 860

Russell, Thomas L.

Active Teaching Behaviors in Secondary Science Teaching: Case Study of a Student Teacher. Part of a Paper Set: Applying Teacher Effectiveness Findings to Preservice and Inservice Science Teacher Education.

Pub Date—Apr 84

Note—18p; For a related document, see SE 045 859. Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (57th, New Orleans, LA, April 27-30, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Case Studies, Classroom Observation Techniques, Feedback, High Schools, Physics, Preservice Teacher Education, Science Education, Science Instruction, Science Teachers, Secondary School Science, Student Teachers, Student Teaching, Teacher Behavior, Teacher Effectiveness, Teacher Evaluation

Identifiers—Science Education Research

This paper is part of a paper set which addresses the potential contributions of teacher effectiveness research to science teacher education. The goal of the study is to assess selected research-based teaching and observation practices in combination with an effective staff development procedure in the context of science education. Two techniques, "Active Teaching Behaviors (ATB)" and "Academic Learning Time (ALT)," were employed in classroom observation studies to explore their transferability potential to the teaching of high school science within the context of preservice teacher education. A case study of one of the project's participants, a student teacher assigned to a high school physics classroom, is presented. Areas provided in the case study include: (1) setting explanation; (2) verbatim excerpts from an interview; (3) discussion and reaction to ATB coding; (4) cooperating teacher's feedback; and (5) an interpretive summary. Tables of data on ATB from the observed lessons are also provided. (ML)

ED 260 888 SE 045 868

Murphy, Ann

Supporting Improvement of Instruction in Science, Mathematics and Foreign Language Instruction. Discussion Draft.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

Spons Agency—Chief State School Officers of the Northwest and Pacific.

Pub Date—Dec 82

Note—12p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Computer Oriented Programs, Curriculum Development, Educational Technology, Elementary Secondary Education, Instructional Improvement, Mathematics Education, Mathematics Instruction, Physics, Science Education, Science Instruction, Second Language Instruction

Data from national and local studies have shown declines: (1) in the quality and quantity of mathematics and science instruction over the past 20 years; (2) in student enrollment in these subjects; (3) in student scores on standardized mathematics and science tests; and (4) in course offerings and enrollment in such foreign languages as German. Ways of addressing these problems include such approaches as upgrading teacher salary schedules, utilizing instructional strategies that emphasize problem-solving rather than rote learning, and developing technology-enhanced courses. It is this latter approach, the enhancement of existing instructional materials through utilization of educational technology (particularly through computer assisted instruction), that is proposed as a powerful means to improving science, mathematics, and foreign language instruction. The development of technology-enhanced mathematics and science courses is discussed, outlining the components of and activities in the development of such courses. Activities in identifying technology-based enhancements to support foreign language instruction are also discussed. Costs for implementing an individualized physics course for five students are included. (JN)

ED 260 889 SE 045 874

Flavin, Christopher

World Oil: Coping With the Dangers of Success.

Worldwatch Paper 66.

Worldwatch Inst., Washington, D.C.

Report No.—ISBN-0-916468-66-6

Pub Date—Jul 85

Note—70p.

Available from—Worldwatch Inst., 1776 Massachusetts Ave., NW, Washington, DC 20036 (\$4.00).

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Depleted Resources, Energy, Energy Conservation, Fuel Consumption, Fuels, Natural Resources, Petroleum Industry, Power Technology, World Affairs

Identifiers—Energy Consumption, Energy Policy, Oil

This publication examines various topics and issues related to the world oil situation. Major areas considered are: (1) the nature and consequences of the current oil glut; (2) a historical overview of the petroleum era (with analyses of the three time periods of 1900-1973, 1973-1979, and 1979-1981); (3) the geopolitics of oil (including data on oil production and revenues from the Organization of Petroleum Exporting Countries (OPEC) for 1973, 1980, and 1984; (4) the limits to world oil use (explained by graphs on world oil reserves and data on oil production, reserves, and reserves/production ratios of 12 major oil producing countries); (5) energy efficiency and new energy sources (listing major sources and consumption rates from 1973 to 1984); and (6) energy policy framework (with trend analysis and political implications). It has been recognized that opportunities have been increasing for many countries in energy self-sufficiency and oil dependency has diminished. (ML)

ED 260 890 SE 045 906

Suydam, Marilyn N.

Achievement in Mathematics Education. ERIC-

SMEAC Mathematics Education Digest No. 1.

ERIC Clearinghouse for Science, Mathematics, and

Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED),

Washington, DC.

Pub Date—84

Contract—400-78-0004

Note—3p.

Available from—SMEAC Information Reference

Center, The Ohio State Univ., 1200 Chambers

Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

Pub Type—Information Analyses (070)—Reports—

Research (143)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Educational Assessment, Educational Research, Educational Trends, Elementary Secondary Education, Mathematics Achievement, Mathematics Education, Mathematics Instruction, National Competency Tests, Testing

Identifiers—ERIC Digests, Mathematics Education Research

Briefly summarized are results from a report on mathematics assessments in 32 states. The general trend in mathematics achievement is upward, since the mid-1970's in some states and the early 1980's

in others. Patterns are noted for addition, subtraction, multiplication, and division with whole numbers; fractions; decimals; numeration; geometry; and problem solving. Major implications are noted, particularly the point that students are scoring relatively well on items dealing with computation with whole numbers, but scores on concepts and problem solving are not as high. Topics on which scores were below the 50 percent level are listed, with some comments on the five topics which occasioned the greatest difficulty. (MNS)

ED 260 891 SE 045 907

Suydam, Marilyn N.

The Role of Review in Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84
Contract—400-78-0004
Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Literature Reviews, *Mathematics Education, *Mathematics Instruction, Research Reports, *Review (Reexamination), *Teaching Methods
Identifiers—ERIC Digests, *Mathematics Education Research

The role of review in mathematics instruction is briefly summarized in terms of reasons, timing, and types. Promoting retention is the primary reason for reviewing; continuity, assimilation, diagnosis, learning prerequisites, and confidence are also noted. Research clearly indicates that review should be systematically planned and incorporated into the instructional program at regular intervals. Among the types of review discussed (with some specific examples) are outlining, questioning, testing, group size, homework content, difficulty level, and games. Nine references are included. (MNS)

ED 260 892 SE 045 915

Suydam, Marilyn N.

Achievement in Mathematics Education. Information Bulletin No. 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84
Contract—400-78-0004
Note—9p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

Pub Type—Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Educational Assessment, Educational Research, *Educational Trends, Elementary Secondary Education, Graphs, *Mathematics Achievement, *Mathematics Education, Mathematics Instruction, National Competency Tests, *Testing
Identifiers—*Mathematics Education Research

This bulletin reports some of the findings from an analysis of assessments in mathematics that have been conducted in 32 states. Note is made of the variability in state reports, which make data comparisons implausible. Trends, however, could be observed. Each state department was contacted for a copy of the most recent mathematics assessment results; reports from years ranging from 1955 to 1984 were received from 32 states. The overall trend of increased achievement is first noted. Then achievement patterns are presented, with graphs for addition, subtraction, multiplication, and division with whole numbers; fractions; decimals; numeration; measurement; geometry; and problem solving. (MNS)

ED 260 893 SE 045 917

Stone, Sally F.

The Illinois Natural Heritage Conservation Education Kit V. [Ecology and Management of Special Habitats: Dune, Cave, Cliff, Bluff, and Urban.] National Association of Young Naturalists.

Spons Agency—Illinois State Board of Education, Springfield; Illinois State Dept. of Conservation, Springfield.

Pub Date—May 85

Note—82p.; This kit includes a poster which was not included here due to size.

Available from—Illinois Dept. of Conservation, Communications Program, Div. of Forest Resources and Natural Heritage, Lincoln Tower Plaza, 524 South Second St., Springfield, IL 62706.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Animals, Conservation (Environment), *Conservation Education, *Ecology, Elementary Secondary Education, Field Instruction, Field Trips, *Learning Activities, Outdoor Activities, Science Activities, Science Education, *Wildlife

Identifiers—*Habitats, *Illinois

The ecology and management of special habitats is the theme of this instructional guide. It contains 24 activities designed to help teachers familiarize their students with dune, cave, cliff, bluff, and urban habitats in Illinois. Each activity (which is ready to be copied and given to students) includes an objective (called a mission) and instructions which speak directly to the student. Although the activities are best suited for students in grades 4-8, certain activities are appropriate for students in kindergarten to third grade and for students in grades 9-12. Background information for teachers is provided, including brief comments on adapting exercises for students in primary and high school grades and special instructions for the activities. (JN)

ED 260 894 SE 045 919

Stefanko, Michael And Others

Stress Effects Related to Toxic Waste.

Pub Date—Apr 85

Note—10p.; Paper presented at the Convention of the Western Psychological Association (San Jose, CA, April 18-21, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Attitudes, Educational Attainment, *Environmental Influences, *Hazardous Materials, Physical Environment, Physical Health, Quality of Life, *Stress Variables, *Wastes

The issue of accidental environmental contamination of homes and businesses has been of increasing concern. Actual costs to state and federal governments for relocation of persons and restoration of habitats have run into the tens of millions of dollars. In addition to these real costs, there have been more illusive costs to public health. These costs are found both in increased levels of negative physiological and psychological effects. The two sources thus far identified as causes of these effects are toxic agents and stress. Since, up to this point, research has focused upon toxic agents, this paper addresses issues related to the effects of stress. Adult residents (N=396) living adjacent to the only Class I sanitary landfill in southern California participated in a survey which asked for demographic information (including educational levels), health-related information (such as frequency of colds and sleep problems), and questions about stress-related issues (demoralization, current upset, perceived threat to physical health, attitude toward quality of life, and trust in authorities). Although significant correlations were noted (such as between educational level and demoralization), overall results suggest that while a toxic waste receiving landfill generates some degree of stress, it is insufficient to produce recognizable levels of behavioral effects. (JN)

ED 260 895 SE 045 921

Berty, Rolando Esquivel, Juan M.

Science and Mathematics Education Research in Costa Rica.

Costa Rica Univ., San Jose. Research Inst. for the Improvement of Costa Rican Education.

Pub Date—85

Note—9p.; Paper presented at the International Symposium for the Improvement of Education and International Relations through Cooperative Research (Columbus, OH, April 12, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Calculators, Educational Diagnosis, *Educational Research, Elementary Secondary Education, *International Educational Exchange,

*Mathematics Education, Mathematics Instruction, *Science Education, Science Instruction
Identifiers—Costa Rica, Mathematics Education Research, Science Education Research

Increased emphasis on science and mathematics education research in Costa Rica since 1973 is reported. The majority of the studies carried out in the past 12 years have been diagnostic studies. General findings are listed, under the headings of certification, supervision, basic skills, teaching methods, attitudes, and curriculum. The diagnostic stage is now considered over, and there is interest in putting into practice and evaluating teaching innovations, and improving in-service teacher preparation. The need for financial support is noted. International Consortium for Concept Learning activities are discussed, with the current project on calculators briefly described. (MNS)

ED 260 896 SE 045 923

Professional Standards for Selection and Implementation of Instructional Materials.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Pub Date—Sep 84

Note—2p.; Policy statement developed by the Instructional Issues Advisory Committee and adopted by the Board of Directors.

Pub Type—Opinion Papers (120) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Instructional Materials, *Mathematics Education, Mathematics Instruction, Position Papers, *Professional Associations, *Standards, *Textbook Selection, Textbook Standards

This document is a position statement of the National Council of Teachers of Mathematics on instructional materials, including textbooks. First the point is made that the content, organization, and style of instructional materials are among the most important factors influencing outcomes of school mathematics programs. Then five standards are presented, concerning the review and selection committee, criteria for selection of instructional materials, the review of instructional materials, implementation of new instructional materials, and professional integrity. (MNS)

ED 260 897 SE 045 924

Graham, Robert And Others

A Perspective on Pre-University and College Marine and Aquatic Education in Canada.

Pub Date—[85]

Note—22p.; Prepared in the Department of Recreation and Leisure Studies, University of Waterloo.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, *Educational Objectives, *Educational Trends, Elementary Secondary Education, Futures (of Society), *Marine Education, Nonformal Education, Physical Environment, Science Education, Surveys
Identifiers—*Canada, Informal Education, United States

This paper: (1) reviews the goals and directions of United States marine education; (2) reports the findings of three surveys which were designed to provide a perspective on current Canadian efforts in marine education; and (3) presents a set of proposed goals and future directions for marine education in Canada. Federal agencies with a "functional area" related to management of marine and aquatic resources were contacted in the first survey. Individuals within these agencies completed a questionnaire pertaining to the type of K-12 involvement it had in formal education and in nonformal and information learning initiatives. Science, environmental education, or social studies consultants in the 10 provinces and two territorial ministries of education were contacted in the second survey to ascertain the extent of their involvement in marine education. Elementary and secondary teachers who had taught marine/aquatic education were contacted in the third survey to assess the status of marine education programs and to identify future directions. The results of these surveys (which are discussed separately) do not provide definitive answers. Rather, they suggest starting points, such as developing a newsletter and network to facilitate the exchange of materials and information among interested individuals. (JN)

ED 260 898 SE 045 926

Swift, J. Nathan And Others

Two Effective Ways to Implement Wait Time. A

Symposium on Wait Time.

Pub Date—Apr 85

Note—11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Instructional Improvement, Intermediate Grades, Junior High Schools, "Measurement Equipment," Questioning Techniques, "Science Education, Science Teachers, Teacher Behavior," "Teacher Education, Teacher Student Relationship," "Verbal Communication Identifiers—Wait Time

The effects of instructional guides and a wait time feedback device (called a "Wait Timer") on the classroom interaction of middle school science teachers are examined. The Wait Timer, an unobtrusive indicator of wait time, is an automatic device that activates a light when a person speaks. The duration of the light at the end of a question, response, or other pause can be regulated to control wait time length. The effects of using the Wait Timer was noted to be enhanced by a supportive intervention process that employed analyses of tape recordings of classroom discussions. Through studies, it has been determined that effective use of wait time can result in spontaneous improvements in both cognitive and affective variables in the classroom. These changes are greater if wait time information is supplemented by supportive intervention from persons who have studied tape recordings of interactions from the teachers' classrooms. It appears that monitoring wait times using an electronic device accompanied by skilled analyses of tape recordings and supportive intervention do provide an avenue for the improvement of teaching skills. (ML)

ED 260 899

SE 045 929

Pettigrew, Chinitz, Jr. Hiatt, Diana Buell
Engineering Curriculum as Affected by Corporate Giving.

Pub Date—3 Apr 85

Note—99p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—College Curriculum, Curriculum Development, "Donors, Engineering," "Engineering Education," "Industry," "Private Financial Support," "School Business Relationship

Identifiers—Engineering Curriculum
This study investigated the effects of corporate financial support on the University of California Los Angeles (UCLA) School of Engineering and Applied Sciences (SEAS) curriculum. The study evolved out of growing concerns that many university educators have related to the mushrooming of university efforts to secure corporate financial support without controlling the limits of corporate pressure on university decision-making. Major areas considered were: (1) the concerns that UCLA/SEAS Industrial Associates (IA) have relative to the content and development of the UCLA/SEAS curriculum; (2) SEAS faculty concerns regarding impact of increased IA contributions on the content and development of the SEAS curriculum; and (3) evidence that faculty cite as negative curricular effects of increased corporate giving through the IA program. Among the findings (obtained from analyses of interviews and such documents as contract reports and minutes of various meetings) are those indicating that although both groups expect curricular change, SEAS faculty do not expect to implement change at the pace expected by the IA representatives, that IA organizations must more clearly define the nature and purpose of their relationship with SEAS, and that the IA liaison is appointed more often by role in the IA organization than by school affiliation. (JN)

ED 260 900

SE 045 934

Lowery, Bencie R.
Xenograde, the Imaginary Science: A Researcher's Utility.

Pub Date—Apr 85

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, "Computer Oriented Programs, Concept Formation," "Research Tools, Science Education, Scientific Concepts, Scientific Principles, Secondary Education," "Secondary School Science

A "Xenograde system" is an imaginary science system. As an imaginary science, it contains a set of concepts and principles which mimic many of the concepts and principles found in physics and other physical sciences. Xenograde is a highly complex closed system which simulates the movement of satellites orbiting a nucleus and some small particles called alphas contained inside the nucleus. The alphas and satellites follow a set of rules and "pseudoscientific" principles. The Xenograde rules themselves have no foundation in real-world science, but operate in much the same manner as real scientific principles; they are mathematically based, consistent, and predictable. The Xenograde system is complex enough to force students attempting to learn the system to use several different learning strategies. In addition, it provides a relatively content free or at least equalizing test bed for empirical research. Xenograde systems have been delivered by teachers with books, computer-controlled teacher machines, and computers in an effort to test instructional principles, cognitive abilities, cognitive styles, feedback, learner control, and rule-example versus discovery learning. (JN)

ED 260 901

SE 045 935

Bloom, Joel Rabinowitz, Stanley
Improving Secondary Science Instruction through Inservice Training and an Electronic Information Exchange System (EIES).

Pub Date—85

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Oriented Programs, Educational Research, High Schools, "Inservice Teacher Education," "Instructional Improvement, Program Effectiveness, Program Evaluation, Science Education," "Science Instruction," "Secondary School Science," "Telecommunications Identifiers—Computer Uses in Education, New Jersey

A three-phase inservice program was developed for New Jersey high school science teachers. During the first phase, teachers received pre-inservice training (obtaining computer hardware and software, becoming familiar with their use, beginning to use an electronic information exchange system-EIES and giving information to college facilitators as the desired content for summer training). Summer inservice training took place during the second phase. The third phase examined the teachers' continued inservice and usage of electronic communication, and their ability to apply material to classroom situations. Data were collected by means of evaluation forms, follow-up questionnaires, and on-line monitoring of participant time on the EIES, number of messages, and content of the conferencing to answer four questions. These questions focused on the role the EIES played in the effectiveness of the project, effect of inservice sessions and the EIES on classroom practices, effect of project activities on participants (other than classroom applications), and on whether teachers would use the EIES to follow-up on the inservice and to discuss curricular and instructional issues on support of the training. Preliminary findings (which indicate the project's effectiveness) and three observations regarding the implementation process are presented. (JN)

ED 260 902

SE 045 937

DeGuire, Linda J.
The Structure of Mathematical Abilities: The View from Factor Analysis.

Pub Date—Apr 85

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Ability, Educational Research, "Factor Analysis," "Intelligence," "Mathematics Achievement," "Mathematics Education

Identifiers—Mathematics Education Research

This study attempted to clarify the structure of mathematical abilities through reanalysis of 48 factor-analytic studies. The factors were compared in six families: General, Numerical, Reasoning, Spatial, Verbal, and Mathematical. Eleven data sets were reanalyzed, with principal factor analysis followed by graphical rotation to oblique, simple structure. Higher-order analyses followed the same procedure; the entire structure was then orthogonalized and the results compared to each other and to the original results. A partial hierarchical structure of mathematical abilities appeared. Overall, reasoning abilities were closely associated with mathematical achievement, while numerical and spatial abilities were associated with only certain aspects of mathematics achievement and verbal abilities were only minimally associated. Evidence was found for a kind of mathematical factor. Among the findings of the reanalyses was that fluid- and crystallized-intelligence abilities were closely associated with mathematics achievement. The variance for each factor was ascertained; collectively, the factors in the reanalyses accounted for about 50% of the variance, most of which represented the relationship of mathematical abilities to general cognitive abilities. Appended is the pool of selected studies and a chart of families of factors. (MNS)

ED 260 903

SE 045 938

Dossey, John A.
Student/Class Results from the Second International Mathematics Study from United States Twelfth Grade Classrooms.

Illinois State Univ., Normal. Dept. of Mathematics. Pub Date—3 Apr 85

Note—64p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Educational Assessment, Educational Research, Grade 12, Graphs, "International Studies," "Mathematics Achievement," "Mathematics Curriculum, Mathematics Instruction," "Mathematics Teachers, Secondary Education," "Secondary School Mathematics, Surveys, Teaching Methods, Testing

Identifiers—Mathematics Education Research, "Second International Mathematics Study

In the introductory section of this report, the Second International Mathematics Study (1981-82) is described. The study, which involved about 500 classrooms in the United States and classrooms in 24 other countries in grades 8 and 12, was designed to provide detailed information about the content of the mathematics curriculum, how mathematics is taught, and how much mathematics students learn. The intended, implemented, and attained curricula were assessed by questionnaires and achievement tests. Provisions for assuring comparability of samples are presented. Two types of twelfth-grade classes in the United States sample were studied: precalculus classes and calculus classes. The report also includes summaries of data on class size, hours of mathematics instruction, teaching assignments, teacher characteristics, how mathematics teachers spend their time, use of instructional resources, how mathematics students spend their time, homework, use of calculators, what mathematics was taught, untaught topics, and student achievement. Achievement on eight illustrative items is presented, followed by summaries of results on sex differences in achievement, changes in twelfth-grade achievement between the first study (1964) and the second study (1982), and the ranking of the United States internationally. Finally, a summary is included, plus some comments on "A Curriculum Adrift." Figures presenting data are appended. (MNS)

ED 260 904

SE 045 939

Kirshner, David
Spatial Cues in Algebraic Syntax.
British Columbia Univ., Vancouver.

Pub Date—85

Note—80p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adults, "Algebra," "College Mathe-

mathematics, Educational Research, Higher Education, *Individual Differences, *Mathematical Linguistics, Mathematics Instruction, Secondary Education, *Secondary School Mathematics, Spatial Ability, Symbols (Mathematics), *Syntax Identifiers—British Columbia, *Mathematics Education Research

Language syntax is discussed, followed by an overview of algebraic syntax. Evaluating algebraic expressions was chosen as the means to investigate the psychological basis of syntactic skills. Subjects' ability to perform evaluative tasks appropriately using standard algebraic notation was ascertained; then similar tasks were presented using a nonce, or artificial, notation designed to display the propositional or deep structure character of algebraic expressions while distorting the surface cues of ordinary notation. Data from three ten-item instruments (included in appendices) were analyzed for 517 subjects in grades 9, 11, first-year calculus, and fourth-year engineering; and professional engineers in Vancouver, British Columbia. Covariates were computing experience and past algebraic achievement. Most subjects (93.6%) demonstrated competence in the regular notation algebra tasks. Both subjects using propositional referents and those using surface cues in syntactic decision making were generally successful (91.0%) at the five simple nonce algebra items, but complex nonce algebra items were more difficult (66.3% was the mean percentage correct). Close nonce notation was significantly more difficult than spaced nonce notation. Variation among respondents was substantial, and individual differences are extensively discussed, as are implications for research. (MNS)

ED 260 905 SE 045 940

Carpenter, Thomas P. And Others

The Representation of Basic Addition and Subtraction Word Problems.

Wisconsin Center for Education Research, Madison.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Grant—NIE-G-84-0008

Note—26p. Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Addition, Educational Research, Elementary Education, *Elementary School Mathematics, Grade 1, Grade 2, *Mathematics Instruction, *Problem Solving, Research Reports, *Subtraction

Identifiers—*Mathematics Education Research, *Word Problems (Mathematics)

This study investigated children's representation of addition and subtraction problems with canonical and noncanonical number sentences, to see whether children would directly represent the structure of a problem if both types of sentences were available. Subjects were 22 first graders and 41 second graders randomly assigned either to a Canonical group or a Noncanonical group. Each group received two 30-minute periods of instruction on writing and solving number sentences and writing number sentences to represent word problems. The Noncanonical group was introduced to all six basic open sentence types, while the Canonical group was introduced only to the one for addition and the one for subtraction in which the unknown is to the right of the equals sign. Children were then given two 12-item tests, on one of which they were instructed to write a number sentence for the problem and to solve the problem; on the second test, they only had to write a number sentence for the problem. Results suggest that most first graders are limited to direct symbolic representations of word problems. Both first and second graders can learn to write non-canonical number sentences and use them to represent word problems. Implications for instruction are discussed. (MNS)

ED 260 906 SE 045 941

Brundon, Paul R. And Others

The Superiority of Girls Over Boys in Mathematics Achievement in Hawaii.

Pub Date—Apr 85

Note—50p. Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Educational Research, *Ethnic Groups, Ethnicity, *High Achievement, Japanese Americans, Literature Reviews, *Mathematics Achievement, *Sex Differences

Identifiers—*Hawaii, *Mathematics Education Research

The document first provides a review of recent literature on sex differences in mathematics achievement. From national and international studies, achievement trends across the grades, how achievement varies according to the skills or knowledge assessed, and the mathematical ability of high-ability students are each summarized. Then studies specific to Hawaii are considered. The second section considers the influence of sex roles on achievement, peer-group influences, and cultural influences as reported in national and international studies and in studies conducted in Hawaii. Next, research and measurement issues are noted, followed by a report on a study of sex differences among four ethnic groups in Hawaii: Caucasians, Filipinos, Hawaiians, and Japanese. Data from mathematics subtests of the annual statewide administration of the Stanford Achievement Test from 1982-83 and 1983-84 for grades 4, 6, 8, and 10 are analyzed. Girls were found to have higher mathematics achievement levels than boys, with differences increasing as grade level increased. Sex differences varied by ethnic group, with Japanese-American students found to be particularly high achievers. Boys scored highest on tests of mathematics reasoning, while girls scored highest on computation. Eleven tables are included in the document, plus references. (MNS)

ED 260 907 SE 045 942

Disinger, John F. Fortner, Rosanne W.

Using Computers for Environmental Education.

Information Bulletin No. 3.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-78-0004

Note—9p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Literacy, Computer Simulation, *Educational Technology, Elementary Secondary Education, Energy Education, *Environmental Education, *Instructional Materials, *Microcomputers

Identifiers—*Environmental Education Research

This bulletin focuses on the role of computer-assisted instruction (CAI) in environmental education programs. The utility of this approach in helping students learn in the cognitive, affective, and/or psychomotor domains is examined and its effectiveness is compared to other instructional devices and methods. Major topics are organized and explained under 10 specific question headings. These are: (1) why computerized instruction?; (2) why computerized simulation?; (3) why simulate?; (4) why time-sharing?; (5) what materials became available?; (6) are energy-related CAI programs available?; (7) what are multi-user computer simulations?; (8) what are the impacts of microcomputers?; (9) have CAI materials proliferated?; and (10) what does research say? An extensive reference list is included (with ED numbers for documents in ERIC). (ML)

ED 260 908 SE 045 943

Richardson, Michael Hunt, Earl

Problem Solving Under Time-Constraints.

Washington Univ., Seattle. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-TR-10

Pub Date—Aug 85

Contract—N00014-84-K-5553

Note—58p. Paper presented at a Meeting of the Mathematical Psychology (San Diego, CA, August, 1985). Document contains several pages of light type.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cognitive Processes, College Students, *Computer Simulation, Educational Research, *Mathematics Instruction, *Metacognition, *Modeling (Psychology), *Problem Solving, Time Factors (Learning)

Identifiers—*Mathematics Education Research, Mental Computation

A model of how automated and controlled processing can be mixed in computer simulations of problem solving is proposed. It is based on previous work by Hunt and Lansman (1983), who developed a model of problem solving that could reproduce the data obtained with several attention and performance paradigms, extending production-system notation to time-constrained problem solving. Four college students were required to do mental arithmetic rapidly, keeping track of the running total of a visually presented series of numbers using base three (to keep the task from being fully automated). From time to time, they had to deal with an interruption and then return to the arithmetic task. The students generally, but not always, managed to remember the things they needed to remember, and often became aware of an error after making it, indicating there was a good deal of self-monitoring of behavior. The problem solver's internal control of information seems to be an essential part of real-time problem solving. These processes were reflected in the simulation model, which is described in detail. (MNS)

ED 260 909 SE 045 944

Questions & Answers about Aeronautics and Space.

National Aeronautics and Space Administration, Washington, D.C.

Pub Date—84

Note—6p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Aerospace Education, Earth Science, *Elementary School Science, Elementary Secondary Education, *Resource Materials, Science Education, *Secondary School Science, *Space Exploration, *Space Sciences

Identifiers—*National Aeronautics and Space Administration

Answers to 27 questions about aeronautics, space, and the National Aeronautics and Space Administration (NASA) are provided in this pamphlet. Among the topics dealt with in these questions are: costs of the space program; NASA's role in aeronautics; benefits received from the space program; why the United States hasn't developed means of rescuing individuals who are in trouble on space missions; how to write to an astronaut or receive an astronaut's autograph; courses that should be taken in school in order to become a NASA astronaut or scientist; how to obtain NASA educational materials; and NASA activities with elementary and secondary schools. Current addresses for obtaining materials and/or additional information are included when applicable. (JN)

ED 260 910 SE 045 945

Lifestyles of the Stars.

National Aeronautics and Space Administration, Cocoa Beach, Fla. John F. Kennedy Space Center.

Pub Date—85

Note—9p.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Astronomy, Earth Science, *Science Education, Secondary Education, Secondary School Science, Space Sciences

Identifiers—*Black Holes, *Stars

Some general information on stars is provided in this National Aeronautics and Space Administration pamphlet. Topic areas briefly discussed are: (1) the birth of a star; (2) main sequence stars; (3) red giants; (4) white dwarfs; (5) neutron stars; (6) supernovae; (7) pulsars; and (8) black holes. (JN)

ED 260 911 SE 045 949

Brady, Michael J.

The Floating Lab Research Project: An Approach to Evaluating Field Programs.

Cornell Univ., Ithaca, NY. Dept. of Environmental Education.

Spons Agency—Maine Univ., Orono. Sea Grant Program.; New Hampshire Univ., Durham.

Pub Date—[84]

Note—14p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Concept Formation, *Concept Teaching, *Environmental Education, *Experiential Learning, *Field Instruction, *Grade 8, *Junior High Schools, *Marine Education, *Oceanography, *Outdoor Activities, *Program Evaluation, *Science Education, *Seafarers, *Secondary School Science

Identifiers—*Concept Maps, *Science Education Research

This report explains an evaluative study of the conceptual and affective development of students associated with the Floating Lab Program, an experimental field project sponsored by the University of New Hampshire and the Maine Sea Grant Program. The field program involved an opportunity for students to have hands-on experiences aboard a 65-foot vessel outfitted with various kinds of oceanographic sampling equipment. Students and teachers operate equipment, collect samples, and record data. An assessment of this experience was made with 20 eighth grade students. Modified clinical interviews that incorporated concept mapping and concept propositional analysis were administered pre- and post-trip. Results indicated that students interviewed exhibited an increase in marine science concepts and values toward coastal zone resources. The report includes a number of knowledge and value claims and recommendations for teachers, program developers and researchers. (ML)

ED 260 912 SE 045 950

Brody, Michael J. And Others

Man and the Biosphere: Ground Truthing Coral Reefs for the St. John Island Biosphere Reserve. School for Field Studies, Cambridge, MA.

Pub Date—Jan 84

Note—40p.

Available from—School for Field Studies, 50 West-ern Avenue, Cambridge, MA 02139.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperative Programs, *Environmental Education, *Field Instruction, *Higher Education, *Marine Biology, *Oceanography, *Science Education, *Scientific Research, *Under-water Diving

Identifiers—Coral, *Virgin Islands

Research on the coral species composition of St. John's reefs in the Virgin Islands was conducted through the School for Field Studies (SFS) Coral Reef Ecology course (winter 1984). A cooperative study program based on the United Nations Educational, Scientific, and Cultural Organization's (Unesco) program, Man and the Biosphere, was undertaken by faculty and undergraduates of SFS and personnel from the Virgin Islands National Park Service. This report reviews the methods, materials and results of the research project at Great Lameshur Bay on St. John's Island. Base-maps of marine habitats along the reef were constructed from aerial photographs. The maps were used in ground-truthing to determine the species and substrate composition for each area specified in the aerial photographs. Qualitative and quantitative data were obtained from five transects along the reef. Findings on species distribution are summarized in tables and the five dominant species are identified in depth profile graphs. It is indicated that the methodology used is suitable and appropriate for any team of easily trained technicians in other marine environments and that it is also inexpensive and requires a relatively small amount of time for training and implementation of the project. (ML)

ED 260 913 SE 045 953

Pinel, Sandra

Conserving Water: The Untapped Alternative. Worldwatch Paper 67.

Worldwatch Inst., Washington, D.C.

Report No.—ISBN-0-916468-67-4

Pub Date—Sep 85

Note—71p.

Available from—Worldwatch Inst., 1776 Massachusetts Ave., NW, Washington, DC 20036 (\$4.00).

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Conservation (Environment), *Depleted Resources, *Natural Resources, *Recycling, *Technology, *Water, *Water Resources, *World Problems

Identifiers—Irrigation, *Management Practices

This report addresses the global concern of water development and stresses the need for management

of the water demand. Investments in water efficiency, recycling, and conservation are recommended over conventional water supply projects for greater cost benefits and production yield. Topic areas include: (1) water use trends in major crop producing regions; (2) investments in irrigation efficiency (with explanations and analyses of gravity systems, surge irrigation, sprinkler designs, micro-methods, and pitcher techniques); (3) new cropping patterns (containing data on the effects of conservation tillage on water storage and data on water consumption rates of selected crops); (4) recycling and reuse projects (including a listing of selected sites of large-scale water reuse programs); (5) urban water conservation problems (specifying savings with water efficient household fixtures); and (6) impact factors (technology, management practices, and governmental policies). (ML)

ED 260 914 SE 045 954

Martel, Henry J. Mehallis, George

An Analysis of a Low-Stress Algebra Class Designed for "Math Anxious" Community College Students: Learning Theory and Applications.

Pub Date—1 Feb 85

Note—20p.; D.Ed. practicum, Nova University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Algebra, *College Mathematics, *Community Colleges, *Counseling, *Educational Research, *Higher Education, *Mathematics Anxiety, *Mathematics Instruction, *Sex Differences, *Teaching Methods

Identifiers—*Mathematics Education Research

This study sought to determine the effectiveness of augmenting instruction of "math-anxious" community college algebra students with a counselor. The control group, with about 25 students, was comprised of students in Term I (August-December 1984) who received algebra instruction in the traditional lecture method. The experimental group, also with about 25 students, contained students in Term I who were primarily self-identified as "math-anxious" and received counseling throughout the term in addition to the standard lectures. No significant difference was found between scores on the final examination, a standard college-wide test. The two groups performed about equally throughout the term. However, some success for counseling was indicated by the fact that even though experimental students had a lower grade point average, more control group students actually failed the course. Six recommendations are included. (MNS)

ED 260 915 SE 045 955

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement 22 (1985).

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Pub Date—Jul 85

Note—179p.; Document contains some light and broken type.

Available from—SMEAC Instructional Resources Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, \$12.00; \$5.00 each).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Audiovisual Aids, *Citizen Participation, *Environmental Education, *Hazardous Materials, *Indexes, *Information Dissemination, *Instructional Materials, *Pesticides, *Postsecondary Education, *Sludge, *Technology, *Waste Disposal, *Waste Water, *Water, *Water Pollution, *Water Quality, *Water Resources, *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace

"Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements 1-21. (JN)

ED 260 916 SE 045 956

Weinberg, Stan, Ed.

Reviews of Thirty-One Creationist Books.

National Center for Science Education, Inc., Syoset, NY.

Spons Agency—Iowa Academy of Sciences.

Pub Date—84

Note—77p.

Available from—Stan Weinberg, NCSE, 156 East Alta Vista, Ottumwa, IA 52501 (\$5.00 plus postage).

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Biology, *Books, *Creationism, *Elementary Secondary Education, *Evolution, *Geology, *Publications, *Religious Factors, *Science Education

Identifiers—Iowa

Provided in this document are reviews of 31 creationist publications. The reviews, written by Iowa teachers and scientists, were conceived in 1982 during a drive by Iowa creationists to install their books and other materials in the schools of 60 Iowa communities. Introductory comments on the format of the reviews and several generalizations are included in a preface. (JN)

ED 260 917 SE 045 957

Cain, Peggy W.

Developing a Repertoire of Activities for Teaching Physical Science.

South Carolina State Dept. of Education, Columbia.

Curriculum Development Section.

Pub Date—85

Note—135p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Course Content, *Demonstrations (Educational), *Electricity, *Matter, *Mechanics (Physics), *Physical Sciences, *Science Activities, *Science Education, *Science Experiments, *Science Instruction, *Secondary Education, *Teaching Methods

Identifiers—South Carolina

This activity manual is divided into 15 units which focus on: the nature of science; metric measurements; properties of matter; energy; atomic structure; chemical reactions; acids, bases, and salts; temperature and heat; radioactivity; mechanics; wave motion, sound, and light; static charges and current electricity magnetism and electromagnetism; electronics; and space science. Each unit contains an objective, instructional strategies (which provide background information for concepts fostered), activities, and applications and implementation (in which past, present, and future experiences of students are related to the concepts demonstrated in the activities). Activities may include demonstrations, individual and guided experiences, and laboratory experiences. Each of them explains a concept by the use of visual, tactile, auditory, and kinesthetic teaching/learning styles. Brief comments on safety and the objectives and content for a general physical science course are included. (JN)

ED 260 918 SE 045 958

Hunka, Dan And Others

Integrating Programming into Mathematics: Math

20.

Spons Agency—Alberta Dept. of Education, Edmonton. Planning Services Branch.; Edmonton Public Schools, Alberta.

Pub Date—85

Note—130p.

Pub Type—Guides - Classroom - Learner (051) —

Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Academic Achievement, *Computer Oriented Programs, *Computer Science Education, *Educational Research, *Mathematics Instruction, *Microcomputers, *Programming, *Secondary Education, *Secondary School Mathematics, *Units of Study

Identifiers—*Mathematics Education Research

An elective unit was developed for a course (Math 20) which would teach students to program solutions to typical exercises. Development of the unit took place in a large senior high school in Alberta. The elective is 15 hours long, with the first five hours devoted to learning programming fundamentals and the final ten hours to programming solu-

tions. Students were scheduled for one hour per week into the computer lab. For students of five teachers each semester, achievement, understanding, awareness of computers, attitude toward computers, and knowledge of BASIC were assessed. Simple t-tests and chi-square tests were used to compare the project group to the control group in four other high schools in the district. No significant difference in achievement was found; the control group outperformed the project group on the understanding measure. The project group was more aware of computers, but the control group had more positive attitudes toward computers. Project students knew more BASIC at the conclusion of the program. It was concluded that the findings suggest that the elective did not meet all of its objectives, but nevertheless seemed promising. Appendices include the instruments used in the study and the student handbook for the unit. (MNS)

ED 260 919 SE 045 959

Nuclear Proliferation Factbook. Prepared for the Subcommittee on Arms Control, International Security and Science and on International Economic Policy and Trade of the Committee on Foreign Affairs, U.S. House of Representatives and the Subcommittee on Energy, Nuclear Proliferation, and Federal Processes of the Committee on Governmental Affairs, U.S. Senate, 99th Congress, 1st session.

Library of Congress, Washington, D.C. Congressional Research Service.

Spons Agency—Congress of the U.S., Washington, D.C. House Committee on Foreign Affairs; Congress of the U.S., Washington, D.C. Senate Committee on Governmental Affairs.

Pub Date—Aug 85

Note—581p.; Portions contain small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF03/PC24 Plus Postage.

Descriptors—Disarmament, Fuels, *International Relations, *Nuclear Warfare, *Policy, *Technology, Waste Disposal, World Problems

Identifiers—Nuclear Nonproliferation Treaty, Nuclear Reactors, *Nuclear Weapons

To provide a handy reference for those concerned with ways to avoid the further spread, or proliferation, of nuclear weapons, the House Committee on Foreign Affairs and the Senate Committee on Governmental Affairs have since 1977 sponsored periodic publication of the Nuclear Proliferation Factbook. This fourth edition of the factbook includes a wide selection of basic documents and national and international statistical data pertinent to the proliferation of nuclear weapons. Following an introduction, major sections focus on: (1) basic documents (selected documents which provide basic information on the foundation of the international nonproliferation regime and on the legislative and executive branch components of U.S. policy); (2) nuclear weapons; (3) routes to nuclear weapons; (4) the nuclear fuel cycle; (5) nuclear reactors; (6) uranium supply and demand; (7) nuclear reprocessing and spent fuel management; (8) nuclear exports and assistance; (9) nuclear industrial bases in nonweapon states; (10) safeguards; and (11) the non-proliferation treaty review conferences. (JN)

ED 260 920 SE 045 960

Snyder, Marilyn N. Ed. Kasten, Margaret L. Ed. **Investigations in Mathematics Education.** Volume 18, Number 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio; Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date—85

Note—75p.; Mathematics Education Information Report.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, \$8.00; \$2.75 single copy).

Journal Cit—Investigations in Mathematics Education; v18 n2 Spr 1985

Pub Type—Reports - Research (143) - Information Analyses - ERIC Information Analysis Products (071) - Collected Works - Serials (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Cognitive Processes, Computer Oriented Programs, Editorials, Educational Research, Geometric Concepts, Grouping (Instructional Purposes), Mastery Learning, *Mathematics Achievement, *Mathematics Education, Measurement, *Preservice Teacher Edu-

cation, *Problem Solving, Student Attitudes, Teacher Behavior, Time Factors (Learning) Identifiers—*Mathematics Education Research

This issue contains abstracts and critical comments for ten mathematics education journal articles, plus an editorial on teacher education needs by Thomas J. Cooney. Two articles focus on problem solving; the remainder concern instruction about and with computers, geometric perceptions, preservice teachers' conceptions of volume, attitudes toward mathematics, time on task, mastery learning and student teams, teachers' conceptions and practices, and small-group interaction. References to mathematics education research reported in "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE) from October through December 1984 are also included. (MNS)

ED 260 921 SE 045 961

Hungerford, Harold R. Tomera, Audrey N. **Science Teaching Methods for the Elementary School: A Worktext.**

Southern Illinois Univ., Carbondale. Dept. of Curriculum, Instruction and Media.

Report No.—ISBN-0-87563-260-2

Pub Date—85

Note—288p.; Several pages containing photographs may not reproduce well.

Available from—Stipes Publishing Co., 10-12 Chester St., Champaign, IL 61820 (\$12.80).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary School Science, *Environmental Education, Higher Education, Methods Courses, Preservice Teacher Education, *Process Education, *Science Course Improvement Projects, Science Education, *Science Instruction, Science Programs, Scientific Attitudes, Student Attitudes, *Teaching Methods

This methods book is divided into 13 parts. The first 12 parts (each beginning with a list of performance objectives) focus on: understanding the nature of science and technology; reasons for teaching science to children; a short history of elementary science methods in the United States; the products of science; the processes of science; scientific attitudes; modern science programs; science textbooks; preparing instructional materials; the incidental science experience (a casual or undesigned happening related to science instruction in the classroom); understanding and teaching environmental education in the elementary grades; and teaching science to children with special needs. The last part consists of a list in which traditional and modern science methods are compared and a list of conditions necessary for an effective elementary school science program. Assignments related to concepts, supplementary readings, writing and analyzing performance objectives, preparing for instruction, and textbook appraisal are included in appendices. Lists of resource materials and information on metric measurement are also included in other appendices. (JN)

ED 260 922 SE 045 962

Yancey, Anna Vance **Pupil Generated Diagrams as a Strategy for Solving Word Problems in Elementary Mathematics.**

Pub Date—Aug 81

Note—123p.; Specialist in Education Degree Thesis, University of Louisville.

Pub Type—Dissertations/Theses - Undetermined (040) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Diagrams, Educational Research, Elementary Education, *Elementary School Mathematics, *Grade 4, *Mathematics Instruction, *Problem Solving, Theses

Identifiers—*Mathematics Education Research, *Word Problems (Mathematics)

Prior research on problem solving is discussed, followed by a review of research on mental processes, intellectual development, information processing, mental images, and conceptual imagery. Then four intact fourth grade classes of 23 pupils each were assigned to a 2 x 2 factorial design. One factor was the type of instruction (Method A and Method B); the other factor consisted of two teachers. Method A classes received instruction in the pupil generation of diagrams to represent the inherent structure of mathematics word problems. Method B pupils were taught an eclectic approach. After eight hours of differential instruction an analysis of covariance, using five pretreatment measures as covariates, showed the Method A pupils to be superior in word problem skills (p less than .001)

and attitudes toward mathematics (p less than .02). They demonstrated the same superiority six weeks after instruction. The Method A pupils generating the greater number of correct diagrams on the post-test and retention test also performed significantly better on those tests. The efficacy of this new teaching strategy was demonstrated and its potential for diagnosing pupil mental processes was indicated. (Author/MNS)

ED 260 923 SE 045 963

Bright, George W. **And Others Learning and Mathematics Games. Journal for Research in Mathematics Education. Monograph Number 1.**

National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.—ISBN-0883-9530

Pub Date—85

Note—198p.

Available from—National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 (\$7.50).

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, *Educational Games, Educational Research, Elementary Secondary Education, *Mathematics Education, *Mathematics Instruction

Identifiers—*Mathematics Education Research, Monographs

This monograph presents research findings from a series of 11 studies conducted in grades 5 through 10 on the role of games in learning mathematics. The first chapter considers "What is learning from a game?" and includes two examples of mathematical instructional games, with a definition of such games, cognitive effects, game-related variables, and taxonomic level. The second chapter reviews previous research on the cognitive effects of mathematics instructional games, with tables summarizing information. Chapter 3 presents the research design and procedures of the 11 studies conducted by the authors, which varied in instructional and taxonomic levels in order to describe the conditions under which cognitive effects can be expected. The fourth chapter contains a synthesis of results and effects across all 11 studies. Finally, the fifth chapter presents discussion and conclusions, with sections on instructional level and taxonomic level, interaction patterns, sex-related effects, and implications for teaching. A list of over 130 references is provided, and appendices contain descriptions of individual studies and games, including materials and directions. (MNS)

ED 260 924 SE 045 964

Donovan, Edward P. Richmond, Robert F. **OBIS: Outdoor Biology Instructional Strategies.**

Florida Inst. of Tech., Melbourne.

Pub Date—6 Aug 81

Note—35p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Activity Units, Biology, Ecology, Elementary Secondary Education, *Environmental Education, *Experiential Learning, Group Activities, Outdoor Activities, *Outdoor Education, Science Education, Trails, Youth Clubs, Youth Programs

Identifiers—*Outdoor Biology Instructional Strategies

The Outdoor Biology Instructional Strategies (OBIS) project began in 1972 to enable non-school youth groups (aged 10-15) to gain firsthand experiences in outdoor environments. This descriptive paper explains the program including its purpose and historical background. Specific objectives are to: (1) stimulate curiosity about local environments; (2) develop investigative and observational skills; (3) teach basic concepts of ecology; (4) help participants better understand their roles in ecosystems; and (5) provide exciting and educational outdoor experiences. The OBIS project uses a discovery approach in which active participants learn about such ecological topics as natural selection and food chains. Modules are divided into several one-hour activities with activity cards presenting: an overview, information summary, simple materials; outdoor conditions needed; step-by-step instructions; and optional activities. Specialized packets include the Trail Module and Camp Kit. Resource centers throughout the country have been established to promote the activities (with Florida's OBIS program highlighted). There is also an explanation of several phases in material development/evaluation.

Reactions from teachers attending a summer institute indicate that they found the resource helpful in the classroom even though it was developed for non-school settings. (An appendix includes names and addresses of developers/suppliers and an extensive OBIS bibliography.) (DH)

ED 260 925

SE 045 965

Donovan, Edward P.

Using Concept Mapping in the Biology Classroom.

Pub Date—21 Oct 83

Note—21p.; Workshop presented at National Association of Biology Teachers National Convention (Philadelphia, PA, October 21, 1983). Document may not reproduce well due to marginal legibility.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biology, Concept Formation, *Ecology, Elementary Secondary Education, Learning Strategies, *Science Instruction, Teaching Methods

Identifiers—*Concept Mapping

Concept mapping, a technique based on David Ausubel's theory of meaningful learning, involves the organization of concepts into an hierarchical arrangement. Suggestions for incorporating this learning strategy into the biology classroom are presented and discussed. Steps in concept mapping include: (1) identifying important concepts in the study materials; (2) ranking concepts from the most general to most specific; and (3) arranging concepts on a piece of paper and defining connections between related concepts. A concept map for animals is developed from a textbook paragraph. Three student-designed maps (dealing with photosynthesis, cells, and organic compounds) and a form for quick scoring are included in an appendix. Also included are forms for assessing student-developed concept maps and a list of definitions for the word "concept." (DH)

ED 260 926

SE 045 966

Creighton, J. W., Ed. And Others

Technology Transfer: A Think Tank Approach to Managing Innovation in the Public Sector.

Forest Service (DOA), Washington, D.C.; Naval Facilities Engineering Command, Alexandria, Va.; Naval Materiel Command, Washington, D.C.; Naval Postgraduate School, Monterey, Calif.

Pub Date—85

Note—95p.

Pub Type—Collected Works - General (020) — Reports - Descriptive (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Change, Continuing Education, Genetic Engineering, Higher Education, *Innovation, Management Systems, *Research and Development, Research Utilization, *Technological Advancement, Technology, *Technology Transfer, Universities

Identifiers—Biotechnology

This report reviews a joint attempt of the United States Forest Service and the Naval Service to enhance the utilization of research results and the new technologies through improved effectiveness of technology transfer efforts. It consists of an introduction by J. W. Creighton and seven papers: (1) "Management for Change" by P. A. Phillips (discussing techniques in managing innovative people); (2) "A Focus on the Future" by Ross Whaley (offering application possibilities of the principles of economics to effective management of resources); (3) "Getting More Done With Less" by Richard Fay (with suggestions for increasing productivity despite decreased resources); (4) "Potential Contributions of Education to Technology Transfer" by Arthur Wilcox (identifying the university's role and impact on technology); (5) "Emerging Innovations: Consideration for Implementation" by Stan Krugman and J. W. Creighton (explaining the misconceptions associated with biotechnology with emphasis on genetic engineering); (6) "Matching Technology to Customers' Needs" by Bob Frankenberg (offering perspectives from the private sector); and (7) "Technology Transfer for Enhanced Research Development Testing and Evaluation Effectiveness" by Milon Esogio (providing a case history and model of a management approach). (ML)

ED 260 927

SE 045 967

Renner, John W. And Others

Biology. Teacher's Guide. Investigations in Natural Science.

Costa Rica Univ., San Jose. Research Inst. for the

Improvement of Costa Rican Education; Norman Independent School District 29, Okla.

Pub Date—85

Note—177p.; For student investigations and readings see SE 045 968. Document contains light type. A joint project of the Science Education Center, University of Oklahoma and the Science Department, Senior High School of Norman Public Schools.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Biology, High Schools, *Learning Processes, *Science Activities, Science Education, *Science Experiments, *Science Instruction, Scientific Concepts, *Secondary School Science, Teaching Methods

Investigations in Natural Science is a program in secondary school biology, chemistry, and physics based upon the description of science as a quest for knowledge, not the knowledge itself. This teaching guide is designed for use with the 18 biology investigations found in the student manual. These investigations focus on concepts related to: organisms; classification; populations; producers; food chains; ecosystem; cells; cell transport; circulation; calories; digestion; breathing; responses; locomotion; cell division; reproduction; inheritance; and homeostasis. Each investigation includes activities related to the three learning cycle components, namely, exploration, conceptual invention (the idea), and expansion of the idea. The guide contains: (1) a list of biology concepts fostered in each investigation; (2) detailed instructional strategies for the student investigations, which are reproduced in the teacher's manual in reduced form; and (3) student reading questions and answers (the readings, however, appear only in the student manual). Included in appendices are student materials and teaching guide on microscope skills, sample essay evaluation questions for each investigation, and a list of equipment and materials needed for each investigation. (JN)

ED 260 928

SE 045 968

Renner, John W. And Others

Biology. Student Investigations and Readings. Investigations in Natural Science.

Costa Rica Univ., San Jose. Research Inst. for the Improvement of Costa Rican Education; Norman Independent School District 29, Okla.

Pub Date—85

Note—164p.; For teacher's guide see SE 045 967. A joint project of the Science Education Center, University of Oklahoma and the Science Department, Senior High School of Norman Public Schools.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Biology, High Schools, *Learning Processes, *Science Activities, Science Education, *Science Experiments, *Secondary School Science

Investigations in Natural Science is a program in secondary school biology, chemistry, and physics based upon the description of science as a quest for knowledge, not the knowledge itself. This student manual contains the 18 biology investigations. These investigations focus on concepts related to: organisms; classification; populations; producers; food chains; ecosystems; cells; cell transport; circulation; calories; digestion; breathing; responses; locomotion; cell division; reproduction; inheritance; and homeostasis. Each investigation (which is accompanied by a student reading, with questions to answer) includes activities related to the three learning cycle components, namely, exploration, conceptual invention (the idea), and expansion of the idea. (JN)

ED 260 929

SE 045 969

Renner, John W. And Others

Chemistry. Teacher's Guide. Investigations in Natural Science.

Costa Rica Univ., San Jose. Research Inst. for the Improvement of Costa Rican Education; Norman Independent School District 29, Okla.

Pub Date—85

Note—297p.; For student investigations and readings see SE 045 970. Document contains light type. A joint project of the Science Education Center, University of Oklahoma and the Science Department, Senior High School of Norman Public Schools.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Chemistry, High Schools, *Learning Processes, *Science Activities, Science Educa-

tion, *Science Experiments, *Science Instruction, *Secondary School Science, Teaching Methods

Investigations in Natural Science is a program in secondary school biology, chemistry, and physics based upon the description of science as a quest for knowledge, not the knowledge itself. This teaching guide is designed for use with the 19 chemistry investigations found in the student manual. These investigations focus on concepts related to: interactions with water; salt and calcium; physical properties; heating and cooling a pure substance; composition of a compound; atomic theory and matter; lead nitrate and potassium iodide; zinc combinations; hydrogen peroxide and manganese dioxide; mass relationships; temperature changes and dissolving; properties of ionic substances; Arrhenius solutions; pH, acids, and bases; acid-base interaction; salts and water; characteristics of methanol; solubility and structure; and periodicity and reactivity. Each investigation includes activities related to the three learning cycle components (exploration, conceptual invention, and expansion of the idea). The guide contains: a list of chemistry concepts fostered in each investigation; detailed instructional strategies for student investigations, which are reproduced in the teacher's manual in reduced form; student reading questions and answers (the readings, however, appear only in the student manual); and lists of equipment needed to complete experiments. (JN)

ED 260 930

SE 045 970

Renner, John W. And Others

Chemistry. Student Investigations and Readings.

Investigations in Natural Science.

Costa Rica Univ., San Jose. Research Inst. for the Improvement of Costa Rican Education; Norman Independent School District 29, Okla.

Pub Date—85

Note—284p.; For teacher's guide see SE 045 969. A joint project of the Science Education Center, University of Oklahoma and the Science Department, Senior High School of Norman Public Schools.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Chemistry, High Schools, *Learning Processes, *Science Activities, Science Education, *Science Experiments, *Secondary School Science

Investigations in Natural Science is a program in secondary school biology, chemistry, and physics based upon the description of science as a quest for knowledge, not the knowledge itself. This student manual contains the 19 chemistry investigations. These investigations focus on concepts related to: interactions with water; salt and calcium; physical properties; heating and cooling a pure substance; composition of a compound; atomic theory and matter; lead nitrate and potassium iodide; combinations of zinc; hydrogen peroxide and manganese dioxide; mass relationships; temperature changes and dissolving; properties of ionic substances; Arrhenius solutions; pH, acids, and bases; acid-base interaction; salts and water; characteristics of methanol; solubility and structure; and periodicity and reactivity. Each investigation (which is accompanied by one or more readings with questions to answer) includes activities related to the three learning cycle components, namely, exploration, conceptual invention (the idea), and expansion of the idea. (JN)

ED 260 931

SE 045 971

Renner, John W. And Others

Physics. Teacher's Guide. Investigations in Natural Science.

Costa Rica Univ., San Jose. Research Inst. for the Improvement of Costa Rican Education; Norman Independent School District 29, Okla.

Pub Date—85

Note—371p.; For student investigations and readings see SE 045 972. A joint project of the Science Education Center, University of Oklahoma and the Science Department, Senior High School of Norman Public Schools.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—High Schools, *Learning Processes, *Physics, *Science Activities, Science Education, *Science Experiments, *Science Instruction, *Secondary School Science, Teaching Methods

Investigations in Natural Science is a program in secondary school biology, chemistry, and physics based upon the description of science as a quest for knowledge, not the knowledge itself. This teaching guide is designed for use with the 36 physics investi-

gations found in the student manual. These investigations focus on concepts related to: movement; vectors; falling objects; force and acceleration; a property of matter; mass and acceleration; laws of motion; circular motion; gravitational attraction; friction; the balance; the NBP (natural balance point); multiple forces; the lever; other machines; the inclined plane; energy; measuring heat; measuring heat in solids; circuits and currents; electrical circuits; electricity at rest; magnetism; currents and magnetism; light; light and plane mirrors; light and concave mirrors; refraction of light; light and converging lenses; waves; waves and barriers; speed of a wave; meeting waves; periodic wave relationships; sound; and harmonics. Each investigation includes activities related to the three learning cycle components (exploration, conceptual invention, and expansion of the idea) and one or more readings. The guide contains: a list of physics concepts fostered in each investigation; detailed instructional strategies for the learning cycle activities in each investigation; answers to the student reading questions (however, the readings appear only in the student manual); and lists of equipment needed to complete experiments. (JN)

ED 260 932 SE 045 972

Renner, John W. And Others

Physics. Student Investigations and Readings. Investigations in Natural Science.

Costa Rica Univ., San Jose. Research Inst. for the Improvement of Costa Rican Education; Norman Independent School District 29, Okla. Pub Date—83

Note—631p.; For teacher's guide see SE 045 971.

A joint project of the Science Education Center, University of Oklahoma and the Science Department, Senior High School of Norman Public Schools.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF03/PC26 Plus Postage.

Descriptors—High Schools, *Learning Processes, *Physics, *Science Activities, Science Education, *Science Experiments, *Secondary School Science

Investigations in Natural Science is a program in secondary school biology, chemistry, and physics based upon the description of science as a quest for knowledge, not the knowledge itself. This student manual contains the 36 physics investigations which focus on concepts related to: movement; vectors; falling objects; force and acceleration; a property of matter; mass and acceleration; laws of motion; circular motion; gravitational attraction; friction; the balance; the NBP (natural balance point); multiple forces; the lever; other machines; the inclined plane; energy; measuring heat; measuring heat in solids; circuits and currents; electrical circuits; electricity at rest; magnetism; currents and magnetism; light; light and plane mirrors; light and concave mirrors; refraction of light; light and converging lenses; waves; waves and barriers; speed of a wave; meeting waves; periodic wave relationships; sound; and harmonics. Each investigation (which is accompanied by one or more readings with questions to answer) includes activities related to the three learning cycle components, namely, exploration, conceptual invention (the idea), and expansion of the idea. (JN)

ED 260 933 SE 045 973

White, John A.

Values and Scientists.

Report No.—ISBN-0-8191-3585-2

Pub Date—83

Note—84p.

Available from—University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 (\$7.75).

Pub Type—Books (010) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Higher Education, *Religion, *Sciences, *Scientific Enterprise, Scientists, *Technology, Theories, *Values

Science and technology are in trouble today. And the world of people and of other living things is in trouble because of them. This seven-part book provides an introduction to the origin and nature of these troubles. Major areas considered in the first six parts are: (1) values; (2) science and technology in an ideal world (examining growth of science and technology, "simple" and "complex" science, research, education, and other topics); (3) science and technology in the real world (discussing negative impacts of technology, delusional thinking, and other topics); (4) the axioms and process of science

(discussing scientific theories and their mortality, Kuhn's structure of scientific revolutions, and other topics); (5) values and scientists (examining tolerance in science and politics, the historical impact of science on values, value-neutrality, and other topics); and (6) science and religion (contrasting science and religion and discussing the historical impact of science on Christianity, the rise and fall of religions, pseudoreligions, and other topics). The seventh part is a summary. A list of references and a list of discussion topics (used in the college course on which this book is based) are also included. (JN)

ED 260 934 SE 045 974

Donovan, Edward P. And Others

Eighth Grade Science Teachers as Sex-Role Models for Eighth Grade Girls' Science and Engineering Career Interests.

Pub Date—5 Oct 84

Note—24p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984). For the dissertation on which this paper is based, see SE 045 975.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Engineering, *Females, Grade 8, Junior High Schools, *Role Models, *Science Careers, Science Education, Science Instruction, *Science Interests, Science Teachers, *Secondary School Science, Sex Differences, *Sex Role, Teacher Effectiveness

Identifiers—Science Education Research

This study investigated the potential influence of female science teachers as sex role models for eighth-grade girls' science and engineering (SE) career interests. Subjects were 30 eighth-grade science teachers (14 men and 16 women) and their 1,937 eighth-grade students (992 girls and 945 boys). Using an SE career interest survey (CIS) developed by the authors, all students were surveyed at the beginning and end of the eighth-grade school year. Statistical analyses used to test interaction of teacher and student sex on student SE career interest show: (1) that the interaction did not account for a significant amount of the variance of student SE career interest; (2) a statistically significant correlation between CIS pre- and post-survey scores for the students; (3) a statistically significant correlation between student sex and the CIS scores (indicating that boys scored higher than girls); and (4) that teacher's sex did not account for a statistically significant amount of the variance of the girls' CIS postsurvey scores. These results indicate: (1) that as sex role models, the teachers did not enhance the SE career interests of their students; and (2) that the girls' SE career interests were not influenced by the sex of their teacher. (Author/JN)

ED 260 935 SE 045 975

Donovan, Edward P.

The Influence of the Eighth Grade Science Teacher's Gender, Classroom Laboratory Emphasis, Level of Understanding of Science and Career Interest on Eighth Grade Girls' Science and Engineering Career Interests.

Pub Date—Jun 82

Note—229p.; Ph.D. Dissertation, Florida Institute of Technology. For a paper based on this dissertation, see SE 045 974.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Engineering, *Females, Grade 8, Junior High Schools, *Role Models, *Science Careers, Science Education, Science Instruction, *Science Interests, Science Teachers, *Secondary School Science, Sex Differences, *Sex Role, Teacher Effectiveness

Identifiers—Science Education Research

This study sought to determine: (1) whether eighth-grade science teachers serve as sex role models and therefore enhance eighth-grade students' science and engineering (SE) career interests; and (2) if the SE career interests of eighth-grade girls are related to the sex and selected teacher effectiveness characteristics of their eighth-grade science teachers. Subjects were 30 eighth-grade science teachers (14 men and 16 women) and 1,937 eighth-grade students (945 boys and 922 girls) in Brevard County, Florida. All students were given an author-developed career interest survey at the beginning and near the end of the eighth-grade school year. Two major conclusions were reached based on

analyses designed to test interaction of teacher and student sex on student SE career interest. The first conclusion is that as sex role models, the eighth-grade science teachers were not found to enhance the SE career interests of their students. The second conclusion is that eighth-grade girls' SE career interests were not influenced by the teacher's sex or effectiveness as measured by such variables as observed classroom laboratory emphasis, understanding of science, and career interest. The appendices include the CIS and related materials as well as an observer's teacher evaluation form. (JN)

ED 260 936 SE 045 976

Bybee, Roger W.

Human Ecology: A Perspective for Biology Education. Monograph Series II.

National Association of Biology Teachers, Washington, D.C.

Report No.—ISBN-0-941212-04-1

Pub Date—84

Note—64p.

Available from—National Association of Biology Teachers, 11250 Roger Bacon Dr. #19, Reston, VA 22090 (\$10.00 members, \$12.00 non-members).

Pub Type—Reports - Descriptive (141) — Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Biology, Curriculum Development, *Ecology, *Environmental Education, Program Descriptions, *Science Activities, Science Education, Science Instruction, *Science Programs, Secondary Education, *Secondary School Science, Surveys, Teaching Methods

Identifiers—*Human Ecology, Science Education Research

This monograph provides a framework for biology teachers who are rethinking and redesigning their programs. The major focus is on the human ecology perspective in biology programs. The first chapter attempts to define and clarify human ecology through historical review. The second chapter provides support, based on a survey of citizens (scientists, engineers, general public, and students), for including human ecology in biology education. Policies for programs and practices are outlined in the third chapter. A conceptual framework for a human ecological perspective in biology education is included. The framework provides (in table format) a list of topics with related concepts and teaching examples. The fourth and fifth chapters are both the major portion and the most practical components of the monograph. An exclusive review of curriculum materials is provided in the fourth chapter. These materials, from 16 publishers, include such programs as "The Human Sciences Program," "Energy, Resources, and Environment," and "Health Activities Project (HAP)." Each curriculum review includes the following: (1) program director/publisher; (2) program objectives and a description; (3) methods of instruction; (4) specific subjects, grade, age, and ability levels; (5) materials offered; (6) program implementation; and (7) teacher preparation. The fifth chapter consists of seven teaching/learning activities focusing on population growth, age structure of population, air quality and automobiles, thermal pollution, vegetations and soils, supply and demand of resources, and a tragedy of the commons (communal pasture). Each activity includes background information, objectives/concepts fostered, and recommended instructional strategies. (JN)

ED 260 937 SE 045 977

Science, Technology, and American Diplomacy

1985. Sixth Annual Report Submitted to the Congress by the President Pursuant to Section 503(b) of Title V of Public Law 95-426. Serial E. Department of State, Washington, D.C.

Spons Agency—Congress of the U. S., Washington, D. C. House Committee on Foreign Affairs; Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date—Jul 85

Note—215p.; Document contains small print. Printed for the use of the Committee on Science and Technology and The Committee on Foreign Affairs.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Agriculture, Developing Nations, Energy, Engineering, *Federal Programs, Foreign Countries, *Foreign Policy, *Health, Natural Resources, Oceanography, *Physical Environment,

*Sciences, Space Sciences, *Technology, Telecommunications, Transportation

The Reagan administration's annual report to the Congress on international activities in the fields of science and technology (S&T) for fiscal year 1984 consists of three parts. The two chapters in part I (S&T in American diplomacy) examine S&T in American foreign policy and resources necessary for successful diplomacy. The two chapters in part II (comprehensive S&T programs) discuss S&T in multilateral organizations and bilateral S&T programs. Part III (specialized S&T programs), which comprises the bulk of the report, consists of 11 chapters dealing with: agriculture in international S&T cooperation; civil space program; energy; environment, natural resources, and population; health; oceans and polar affairs; telecommunications; transportation; defense; S&T for development; and basic science and engineering. These chapters generally give details on the foreign S&T activities of relevant federal agencies, on activities mandated by various treaty obligations, and, in some instances, on bilateral activities. An index which provides cross-references by country, region, and international organization is included. Also included in an appendix are Congressional Research Service comments (prepared by Genevieve J. Knezo) on the report. The report's organization and contents, funding, evaluation, S&T benefits, and implications for foreign policy are briefly considered. (JN)

ED 260 936 SE 045 978

Grabowski, John, Ed.

Cocaine: Pharmacology, Effects, and Treatment of Abuse. National Institute on Drug Abuse Research Monograph 50.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Report No.—DHHS-ADM-84-1326

Pub Date—84

Note—143p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Drug Abuse, Drug Addiction, Drug Education, *Drug Rehabilitation, *Drug Use, *Neurology, *Pharmacology, Physiology, Public Health

Identifiers—*Cocaine

This monograph consists of eight papers which refer in one way or another to the pharmacology of cocaine. The papers are: (1) Cocaine 1984: Introduction and Overview" (John Grabowski); (2) "Cocaine: A Growing Public Health Problem" (Edgar H. Adams and Jack Durell); (3) "Neural Mechanisms of the Reinforcing Action of Cocaine" (Roy A. Wise); (4) "The Pharmacology of Cocaine" (Reese T. Jones); (5) "Assessment of the Dependence Potential of Cocaine in Animals" (Chris E. Johanson); (6) "The Behavioral Pharmacology of Cocaine in Humans" (Marian W. Fischman); (7) "Changing Patterns of Cocaine Use: Longitudinal Observations, Consequences, and Treatment" (Ronald K. Siegel); and (8) "Cocaine Abuse: A Review of Current and Experimental Treatments" (Herbert D. Kleber and Frank H. Gawin). References, some of them extensive, are included for each paper. A list of National Institute on Drug Abuse (NIDA) research monographs is included. (JN)

ED 260 939 SE 045 979

Buehler, Chris

The Status of Indiana Teachers' Environmental Knowledge and Attitudes.

Spons Agency—Indiana State Univ., Terre Haute.

Pub Date—85

Note—35p.; Study was conducted with support from the Indiana State University Research Fund.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary School Teachers, Elementary Secondary Education, *Energy Education, *Environmental Education, *Knowledge Level, Questionnaires, Secondary School Teachers, Semantic Differential, State Surveys, *Teacher Attitudes, Teacher Background

Identifiers—*Environmental Attitudes, Environmental Literacy, *Indiana

This study investigated the capability of Indiana elementary and secondary school teachers to deal effectively with education about the environment and related energy issues. Questions addressed were: (1) What do Indiana teachers know about

their physical environment? (2) How do Indiana teachers feel about the environment? and (3) How do the teachers' responses compare to those given by teachers a decade ago? Recently certified elementary and secondary teachers were randomly sampled by mail and data was compiled on 204 respondents. Teachers provided information on personal and professional backgrounds and completed a two-part knowledge-related scale on energy/environmental terms, concepts, and problems. A third part of the survey was designed to indicate the feelings and attitudes of these teachers toward 21 selected energy/environmental expressions (using a semantic differential format). Analysis of the results reveal that current teachers know too little about energy and the environment but know somewhat more than their counterparts in 1974-75. It is indicated that Indiana teachers are caring, but are only partially literate regarding energy and the environment. (An appendix contains the complete survey instruments.) (ML)

ED 260 940 SE 045 980

Becker, Mimi, Ed. Barnett, Lucy, Ed.

Residential Wood Combustion Emissions and Safety Guidebook.

Hiram Coll., OH. Environmental Resource Center. Spons Agency—Council of Great Lakes Governors, Inc., Madison, WI.; Department of Energy, Washington, D.C.

Pub Date—Jan 85

Contract—CGLG-84-003

Grant—DE-FG05-83OR21390

Note—234p.; A product of the Great Lakes Regional Biomass Energy Program, a joint project of the Environmental Resource Center and the Condar Company.

Available from—Environmental Resource Center, Hiram College, Box 1934, Hiram, OH 44234.

Pub Type—Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Air Pollution, *Chimneys, *Fire Protection, *Fuel Consumption, *Fuels, Hazardous Materials, *Heating, Program Implementation, Safety, Technology, Training

Identifiers—Fireplaces, *Stoves, *Wood (Fuel)

This seven-part guidebook provides information to assist decision makers and other individuals involved in the residential wood energy fuel cycle. It can be used as a tool for designing or implementing programs, strategies, and policies that encourage, prevent, or mitigate safety or air emission related impacts of residential woodburning equipment and practices. It can also assist the private sector interests in their decisions to improve technology, provide education, encourage better maintenance and operation of woodburning equipment, and to work with government to achieve solutions to present or emerging problems, particularly at state and local levels in the Great Lakes region. Part I provides introductory comments and a discussion of the role wood plays as fuel. Parts II to V examine, respectively: residential wood combustion technology (discussing fireplaces and wood stove design, chimney systems, and other topics); residential wood heating trends; emissions from residential wood combustion (considering characteristics of wood combustion emissions, measuring emissions, alternative control strategies, and other topics); and fire safety. Conclusions and recommendations are offered in part VI. Appendices (which include a glossary, a list of educational materials, and a list of resource contacts) are provided in part VII. (JN)

ED 260 941 SE 045 981

Caraway, Sue Dennis

Factors Influencing Competency in Mathematics Among Entering Elementary Education Majors.

Pub Date—85

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competence, Computation, Educational Research, *Education Majors, Elementary Education, *Elementary School Mathematics, Geometric Concepts, Higher Education, *Mathematics Achievement, *Preservice Teacher Education, *Student Attitudes, Student Characteristics

Identifiers—*Mathematics Education Research Relationships among attitude toward mathematics, mathematics background, and junior college transfer versus non-transfer status upon competency in elementary mathematics were investigated using multiple linear regression techniques. Instru-

ments for collecting data included a mathematics placement test, the "Mathematics Attitude Scale" by Aiken, and a questionnaire designed to gather information on mathematics background and the number of hours transferred from a junior college. Subjects were 78 entering elementary education majors at the University of Southern Mississippi. Significant relationships were found to exist between competency in elementary mathematics, the criterion variable in all analyses, and attitude toward mathematics as well as competency in mathematics and mathematics background. No significant relationship was established between junior college transfer status and mathematics competency. Comparison of the means further indicated that the stronger the background in mathematics, the higher the mathematics competency score. (Author/MS)

ED 260 942 SE 045 983

Hurd, Paul DeHart

Update on Science Education Research: The Reform Movement.

Pub Date—5 Feb 85

Note—20p.; Paper presented at a Meeting of the Appalachia Educational Laboratory, Inc., RDIS Training Workshop (San Francisco, CA, February 5, 1985).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Educational Change, *Educational Objectives, Educational Research, Educational Trends, *Science Curriculum, Science Education, *Science Instruction, Technology

Identifiers—Excellence in Education, *Science and Society, *Science Education Research

This presentation focuses on bridging one of the many gaps that exist between educational research and the practice of science teaching, examining research (known as qualitative research) which involved the analysis, synthesis, and interpretation of data to serve practical ends better. Data analysis is done in a systematic way to identify conditions, themes, concerns, and circumstances stimulating the demand for educational reform in American schools. The database for this research is derived from educational issues that have their origin in social processes and from those generated by public pressure (such as the back to basics movement and the evolution/creation controversy). The presentation also discusses research findings on the flavor and mode of the reform movement in science education in the United States. A summary of recommendations found in these national studies (which used naturalistic research techniques) shows several patterns of agreement on new directions for science education. For example, the overall purpose of education in the sciences is to develop culturally literate and responsible citizens for participating in a modern science/technology oriented democracy. In addition, the core curriculum should be a balance of science and technology presented as an integrated system and include both biological and physical science concepts. (JN)

ED 260 943 SE 045 984

Sanchez, James Joseph, Comp.

Technical Writing and Communications for Engineering Organizations. Requirements, Methods of Instruction and Techniques. A Selected Annotated Bibliography. Sammamish Technosystems Report Series, Publication 1.

Sammamish Technosystems, Tucson, AZ.

Pub Date—Aug 85

Note—20p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Content Area Writing, *Engineering, *Engineering Education, Higher Education, *Teaching Methods, *Technical Writing, *Writing Skills

This 44-item, annotated bibliography provides an overview of the major viewpoints and methods in current technical writing practice and instruction. It is intended for instructors, students, and managers of engineering firms. Entries are presented in three categories. The first category (8 entries) focuses on the requirements for technical writing skills for the individual engineer within the engineering organization and within the general engineering profession. The second category (23 entries) considers methods of instruction used to train engineering stu-

dents to technical writing proficiency. The third and final category (13 entries) provides a listing of articles which address the techniques of writing proficiency and/or writing productivity. A subject index (keyed to document number) is included. (JN)

ED 260 944 SE 045 955

Gerlovich, Jack A. And Others

A Tool for Assessing and Revising the Science Curriculum. Revised Edition.

Iowa State Dept. of Public Instruction, Des Moines. Report No.—4200-E56075-3/84

Pub Date—Mar 85

Note—33p.; Supersedes ED 230 420 (1982 edition).

Pub Type—Guides - General (050) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, Chemistry, Curriculum Development, *Curriculum Evaluation, Earth Science, *Educational Assessment, *Educational Objectives, Educational Philosophy, Elementary School Science, Elementary Secondary Education, *Evaluation Methods, Physics, Process Education, *Science Curriculum, *Science Education, Science Programs, Secondary School Science

Identifiers—*Iowa
This document was developed to encourage and aid local schools in the assessment of their science curricula on a continuous basis. It provides: (1) a 21-step implementation schedule for conducting a science curriculum assessment and/or revision; (2) a model for assisting schools in developing their science philosophy, goals, and topics; (3) recommendations for levels at which suggested topics are introduced, reinforced, and emphasized; (4) an instrument for matching local science curriculum needs to available science programs; and (5) instructions for using the cloze procedure to determine whether or not students can read and comprehend science materials. (JN)

ED 260 945 SE 045 997

Reyes, Laurie Hart Stanic, George M. A.

A Review of the Literature on Blacks and Mathematics. Information Bulletin No. 1, 1985.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-78-0004

Note—9p.; For the conference paper on which this is based, see ED 257 643.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$1.00).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Achievement, Black Students, Educational Research, Literature Reviews, *Mathematics Achievement, Mathematics Curriculum, *Mathematics Education, Minority Groups, Models, *Racial Differences, Sex Differences, Socioeconomic Influences, Student Attitudes, Teacher Attitudes

This information bulletin reviews the research literature on blacks and mathematics. The amount of research that focuses specifically on race differences in mathematics in an attempt to explain and lessen those differences is small. Research of the past ten years indicates that black students, when compared to white students, take fewer mathematics courses and achieve at a significantly lower level, although the differences are growing smaller. Some factors which may explain why these differences exist are presented, with the focus on race, gender, and social class. A model relating these factors is presented and described. The review of the literature concerns societal influences, teacher attitudes, school mathematics curricula, student attitudes and student achievement-related behaviors, classroom processes, and student achievement. Following the concluding summary, in which directions for future research are also noted, an extensive list of references is included. (MNS)

ED 260 946 SE 046 000

Balka, Don S.

Results of the Indiana Basic Competency Skills Test in Mathematics: What are the Problem Areas and Why?

Pub Date—[85]

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Computation, Elementary Education, *Elementary School Mathematics, *Error Patterns, Geometric Concepts, *Grade 3, Graphs, Item Analysis, *Mathematics Achievement, Mathematics Instruction, *Minimum Competency Testing, Primary Education, Problem Solving

Identifiers—*Indiana Basic Competency Skills Test, Mathematics Education Research

In 1985, Indiana joined the growing list of states assessing students' achievement at various levels. During February 1985, over 63,000 third-grade students took the 40-item Indiana Basic Competency Skills Test. A mean of 34.7 was achieved. An item analysis was performed for a random sample of 6,439 students (approximately 10%). Findings confirm the national assessment results that students generally do very well computing with whole numbers, and no single item was answered correctly by less than 70 percent of the sample. Difficulties with items on geometry and problems involving graphs and charts are discussed. (MNS)

ED 260 947 SE 046 001

Celestino, Karen Calvert

Assessing and Remediating Mathematical Underpreparedness in the Nursing Student.

Pub Date—[85]

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Mathematics, Computation, Educational Research, Higher Education, *Mathematics Achievement, Mathematics Education, *Mathematics Instruction, *Minimum Competency Testing, Nurses, *Nursing Education, *Remedial Instruction

Identifiers—*Mathematics Education Research

Success in performing the medical calculations required of nurses demands a competency in basic mathematical skills. This competency cannot be assumed of a number of college students and the nursing student is not an exception to this trend. A test was designed to assess basic mathematical competency and administered to two groups of sophomore nursing students. Major areas of underpreparedness revealed include working with decimals, proportions, and percents. A six-week workshop was structured based on these findings. The results of a medical calculations test given one semester after this assessment program showed an improvement over the results of tests given prior to the inception of this program. (Author)

SO

ED 260 948 SO 015 869

Watts, Michael

Student, Teacher and School System Variables Affecting Economic Understanding at the Pre-College Level: Results from the Indiana Council for Economic Education's Statewide Assessment.

Pub Date—Jul 84

Note—29p.; Paper presented at the Annual Meeting of the Western Economic Association (Las Vegas, NV, June 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, *Economics Education, *Educational Assessment, Educational Research, Evaluation, Knowledge Level, School Districts, Secondary Education, *State Surveys, Student Improvement

Identifiers—*Developmental Economics Education Program

This study measured the effects of specified variables on student knowledge of economics before taking an economics course and the effects of an enlarged set of variables on knowledge gained from taking the course. The pretest included 5,300 students from 200 classes in 150 randomly selected Indiana schools. Missing data and missing students reduced the number of subjects in some of the pre-post comparisons to about 2,200 students. In view of the short available testing time in classes, cognitive tests of only 22 to 24 items were developed and field-tested, following the content of the "Master Curriculum Guide" developed by the Joint Council on Economic Education. Reliability measures of the tests were low, due to the small numbers

of test items, but were considered to be satisfactory. Variables that were positive and statistically significant in their effect on economic knowledge before the course was taken included IQ/aptitude percentile, sex, school enrollment, and assessed valuation per student. A school-wide measure of poverty was negatively and significantly related. In the post-test, the pre-test score and most of the same variables were significant, with the expected signs. The characteristic variable indicating participation in the Developmental Economic Education Program (DEEP) showed puzzling relationships in both the pretest and posttest, possibly due to collinearity and to the method of selection of DEEP schools. The paper ends with a short discussion of the problem of using individual student variables with aggregative school-district variables. (IM)

ED 260 949 SO 016 095

Tyminski, Lucy T. And Others

Old Enough to Care. Teacher's Guide. A Series of 6/15-Minute Programs for High School Students about Aging.

WCNY-TV, Syracuse, NY.

Pub Date—84

Note—38p.; Produced with partial funding from the Corporation for Public Broadcasting.

Available from—Agency for Instructional Technology, Box A, Bloomington, IN 47402 (teacher's guide, 1-9, \$2.35; accompanying series of six 15-minute videocassette programs, \$125.00 per program; \$500.00 for six).

Pub Type—Non-Print Media (100) — Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Age Discrimination, *Aging (Individuals), Audiovisual Aids, High Schools, International Programs, Learning Activities, *Older Adults, Resource Materials, Stereotypes, Student Attitudes

Intended to accompany a series of six 15-minute color videocassette programs, this teacher's guide contains suggestions for teaching high school students to achieve the series goals, which are to: (1) acquire accurate information about the elderly and the aging process by debunking myths that currently surround this biological, psychological, and sociological change; (2) develop an awareness of, and sensitivity toward, the aged while stimulating students to consider their own aging process; (3) promote positive ideas and feelings about the elderly and aging, replacing stereotypes that have brought about age prejudice and discriminatory practices against the elderly; (4) encourage intergenerational communication and activities by stressing interests common to both young and old; and (5) sensitize students to the issues of aging by having them draw parallels with their own life experiences. Each lesson includes a key issue, objectives, a synopsis, preparation, follow-up, outside activities, and, for most lessons, student activity sheets. At the back of the guide is a factual summary on the topic of aging, entitled "Human Aging—An Introduction," by Dr. Darrell Slover. There is also a list of additional resources: films, filmstrips, reference books, biographies, fiction, and journals. A list of several agencies, with their addresses, is included with the Annotated Additional Resources located at the end of the guide. (LH)

ED 260 950 SO 016 220

Anderson, Sara F.

Wielding the Double-Edged Sword: Techniques for Teaching about Technology-Related Social Issues.

Pub Date—Nov 84

Note—27p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984). Available from—Sara F. Anderson, 2815 Key Boulevard, Arlington, VA (703) 525-2139.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Cultural Awareness, Higher Education, Instructional Materials, Learning Activities, *Science Education, Secondary Education, *Social Problems, *Social Studies, Teaching Methods, *Technological Advancement, Technological Literacy, Technology

Identifiers—*Science and Society
This document on technology-related social issues has two parts. The first part is an essay which defines technological literacy and considers the re-

relationship between society, culture, and technological innovations. In this essay the impact of technological innovation on nine strands in the socio-cultural system is examined. These strands are: science, engineering, technology, societal goals and values, the economic system, the political system, the societal/family system, the educational system, and the religious system. From the perspective of this systems analysis, goals and objectives for developing technological literacy in students are outlined, including: developing a holistic view of society and culture, developing an understanding of conflict as part of the necessary tension within a cultural system, establishing competence in understanding technological change, and developing respect for the natural world. Following the essay is a paper describing classroom activities designed to introduce students to historical and current technological innovations and their impact on society. In several class periods, students pick a single historical or contemporary innovation, list the effects of this innovation on our culture, categorize those events as planned or unforeseen, indicate whether the effects were local, regional, national, or global, and divide the effects into positive and negative. A chart is provided to help students analyze these changes and their impact. (LP)

ED 260 951 SO 016 398

Cross, Theodore P. Saxe, Leonard

The Day After: Report of a Survey of Effects of Viewing and Beliefs about Nuclear War.

Pub Date—Aug 84

Note—12p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related papers, see SO 016 399-400.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Analysis, Majority Attitudes, *Mass Media Effects, *Nuclear Warfare, Psychological Studies, *Psychology, *Public Opinion, Research Needs, Social Attitudes, Television Research

Identifiers—*Day After (The)

The psychological effects on viewers of the television film "The Day After," designed to dramatize the possibility of nuclear war and its horrible consequences, were examined by this study. Subjects were 435 residents of the Boston metropolitan area who were randomly sampled from area telephone directories and interviewed by telephone. It appears that "The Day After" accomplished its implicit goals in terms of its effects on viewers' awareness and emotions. Results showed that the film raised viewers' estimate of the likelihood of nuclear war and lowered their estimate of the likelihood of surviving one, stimulated them to think more about the issue of nuclear war, and moved them to be more upset about nuclear war after watching the film. Psychologists need to research with more extensive designs the effect of television films both on viewers' beliefs and reactions and on their actions on issues. (RM)

ED 260 952 SO 016 399

Schadler, Margaret And Others

Young Persons View "The Day After."

Pub Date—Aug 84

Note—7p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related papers, see SO 016 398-400.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Educational Research, Instructional Program Divisions, Intermediate Grades, *Knowledge Level, *Mass Media Effects, *Nuclear Warfare, Parent Participation, Parent Role, Secondary Education, Sex Differences, *Student Attitudes, *Student Reaction, Television Research, Television Viewing

Identifiers—*Day After (The)

This study examined what secondary students had learned from the television film "The Day After"—a dramatization of the possibility of nuclear war and its horrible consequences—and how they responded to it emotionally. A pre-test and two post-tests (one administered the day after students viewed "The Day After" and a second one administered two months later) were administered to students in grades 5, 6, 9, and 12. Most senior high students viewed the film with family and friends; the younger groups watched predominantly with their

families. Most parents talked with their offspring about the film. Regarding the effects of nuclear warfare, students in grades 5 and 6 do not think that a nuclear war would be as devastating as the older students think it would be. Although the senior high group answered more knowledge questions correctly than did the younger students, the responses of all groups were reasonably accurate. The amount students thought they had learned from the film decreased with grade level. Elementary students rated the film higher than did the senior high students. (RM)

ED 260 953 SO 016 400

Tiffany, Phyllis G. Tiffany, Donald W.

"The Day After": Does the Media Really Have an Impact? Study I. 1984—What Difference Does It Make in Experienced Control? Study II and III.

Pub Date—Apr 84

Note—23p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Las Vegas, NV, April 25-28, 1984). For related papers, see SO 016 398-399.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Individual Power, *Locus of Control, *Mass Media Effects, *Nuclear Warfare, Personal Autonomy, Personality Traits, Psychological Studies, Self Concept, Self Control, Social Change, Trend Analysis

Identifiers—*Day After (The)

Three studies that measured the extent to which college students differed in the amount of control they experienced in situations relating to nuclear war and in ordinary life situations such as school, community, and home are described. In the first study, 91 college-level psychology students viewed the television film "The Day After," and 26 did not. The students were given a modified form of the Tiffany Experienced Control Scales (ECS) on the Friday prior to the Sunday night airing of the film and again following the presentation. Studies II and III were conducted to evaluate whether experienced control with regard to ordinary life situations changed over time (in 1984) with the same subjects or different subjects of the same age. Again the ECS were administered. Findings concerning changes in the internal and external locus of control are presented. (RM)

ED 260 954 SO 016 403

Nelson, Jack L.

Upton Sinclair and the New Critics of Education.

Pub Date—Nov 84

Note—13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984). Print is blurred.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Capitalism, *Educational Change, *Educational History, *Educational Needs, *Educational Quality, Educational Research, Elementary Secondary Education, Higher Education, Literary Styles, Research Needs, Writing (Composition)

Identifiers—Muckraking, *New Criticism, *Sinclair (Upton)

Upton Sinclair's critique of education is examined, and what today's critics of education can learn from him is discussed. Sinclair is an example of deep or new critics of education who deal with more than surface blemishes and relate school criticism to deeper social issues like justice. In 1922 Sinclair conducted personal interviews with educators throughout the United States. He called public attention to root problems in schooling, academic freedom, and corporate society through a rough journalistic style and muckraking. For example, Sinclair's book "The Goose-step" is filled with straightforward comments on specific colleges where he identified linkages to industrialists and cozy relations between big business and academia. Sinclair identified specific industrialists and capitalists as behind-the-scene manipulators of higher education. This basic criticism of capitalist greed and manipulation as detrimental to education is also a theme common to current deep critics of education. Current critics can learn much from Sinclair. They should conduct another cross-country personal study today and report their findings using Sinclair's clear and straightforward identification of evils. (RM)

ED 260 955

SO 016 543

Ellington, Lucien

Teaching about Aid to Families with Dependent Children.

Pub Date—Nov 84

Note—11p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Client Characteristics (Human Services), Economic Factors, Economics Education, Eligibility, Financial Support, Lesson Plans, Mythology, Resource Materials, Secondary Education, *Social Studies, United States Government (Course), Units of Study, *Welfare Services

Identifiers—*Aid to Families with Dependent Children

Background information and a classroom lesson to help secondary social studies teachers teach about Aid to Families with Dependent Children (AFDC) are provided. The first part of the paper discusses the following concerning AFDC: what it is, eligibility and funding, clients, economic aspects, and myths. Structural criticisms that have been made by various groups against AFDC and supporting empirical data are examined. The second part of the paper contains an annotated listing of books and other resource materials that can be used to teach about AFDC in secondary social studies classes. Also provided is a lesson dealing with social welfare that can be used in secondary economics, government, and problems of democracy classes. The time required for the lesson is one class period. Each student is asked to identify, through listing or describing in writing, what he or she believes to be examples of government social welfare in the United States. Students are then given a definition of a social welfare program as well as some specific examples, which they examine and discuss. (RM)

ED 260 956

SO 016 545

Marklund, Inger. Ed. Otter, Annica, Ed.

Children's Participation at Junior Level.

National Swedish Board of Education, Stockholm.

Pub Date—Feb 85

Note—13p.

Available from—Skolverstyrelsen, National Board of Education, Information and Documentation Section, S-106 42 Stockholm, Sweden (free).

Journal Cit—School Research Newsletter; v2 Feb 1985

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, Comparative Education, Decision Making, Educational Research, Foreign Countries, Junior High Schools, *Participative Decision Making, *Student Attitudes, Student Behavior, Student Participation, Student Responsibility, *Student Rights, Student School Relationship

Identifiers—*Sweden

This study examined the attitudes of Swedish junior high students concerning student participation in deciding matters that affect them. Over 100 students and their teachers were interviewed, class committees and school meetings were observed, and the students completed a short questionnaire. To illustrate the pitfalls that a study of pupils' joint influence or co-determination can entail, Arnstein's chart, "Eight Rungs on a Ladder of Citizen Participation," which is frequently referred to in evaluations of citizen participation in planning processes, is discussed. The eight rungs are: manipulation, therapy, informing, consultation, placation, partnership, delegated power, and citizen control. Study findings show that when asked about the influence exerted by children on their situation at a school, the great majority (70 percent) felt that they were able to decide just about the right amount. Nearly three-quarters of the pupils said that they did not know how much children were capable of deciding. Concerning pupils' desire for decision-making powers at school, 83 percent felt that things were just right as they were. (RM)

ED 260 957

SO 016 608

Sekiguchi, Reiko W.

Learning by the Aged in Japan.

Pub Date—Nov 84

Note—33p.; Paper presented at the International Seminar on Gerontology (Toronto, Ontario, Canada, November 1984).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Aging (Individuals), Comparative Education, Course Content, Demography, *Educational Needs, Foreign Countries, Interests, Learning Processes, Learning Readiness, Leisure Time, *Lifelong Learning, Nonformal Education, Nontraditional Education, *Older Adults, Recreation, Recreational Activities, Retirement, Teaching Methods, Values

Identifiers—*Japan

This paper discusses demographic changes in Japan, the sources of pleasure of the retired Japanese senior citizen, and lifelong learning. It also describes a study that examined learning preferences of Japanese senior citizens. Data for 1983 show that life expectancy has increased in Japan to 74.20 years for males and 79.78 for females. The level of education of the total population is rising. Surveys have found that retired Japanese find pleasure in their families, friends, and work. However, it has also been found that as people become older, they want to learn and study for enrichment. With people living longer and needing lifelong education, education should not only include formal education but also the informal transmission of values, knowledge, and skills. When asked what they would like to learn most, senior citizens in one Japanese town expressed interest in religion and different kinds of arts. They showed little interest in practical kinds of topics; they were, however, interested in courses dealing with problems. In part because of their generally low level of formal education, the present generation of the aged are passive and prefer collective learning methods. They are also most likely to take subjects when they are influenced by others. This, however, can be expected to change with the predicted dramatic rise in the population's educational standard. (RM)

ED 260 958

SO 016 671

Hooghoff, Hans

Crime and Criminal Law as a Theme in Education.

Paper on the Starting Points, Objectives, and Teaching Matter of a Series of Lessons Called "Crime and Criminal Law," as a Theme for the School Subject of Social and Political Studies.

Pub Date—Jun 85

Note—14p.; Paper presented at the International Conference on Prison Abolition (Amsterdam, Netherlands, June 24-27, 1985).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Education, Course Content, *Crime, *Criminal Law, Educational Objectives, Foreign Countries, High Schools, Law Enforcement, Relevance (Education), *Social Studies, Student Reaction, Teaching Methods, Units of Study

Identifiers—*Law Related Education, Netherlands
This series of lessons is intended to help high school students in the Netherlands consider how they look at, react to, and judge criminal events. The first part of the publication discusses different teaching approaches used in the lessons. These include: (1) a business analysis—study of the organization and structure of the criminal jurisdiction function; (2) scope of criminal jurisdiction—socio-historical analysis; (3) analysis of various events in which criminal jurisdiction is involved; and (4) reacting to criminal events—conflict resolution. The second part of the publication outlines the ten lessons. General objectives are converted into questions for the student. The major theme, objective, and teaching method for each lesson are listed. Major themes are: (1) overview of criminal law; (2) different types of crime; (3) how criminal law works; (4) effects of contact with criminal law and the results of penal solutions; (5) how people react to criminal events; (6) how crime was handled in other times and in other cultures; (7, 8, 9) case studies of criminal actions; and (10) students' reactions to everything covered in the course. (RM)

ED 260 959

SO 016 714

Hamill, Louis

A Model for Information-Based and Computer-Assisted Learning in Geography.

Pub Date—24 Apr 85

Note—10p.; Paper presented at the Annual Meeting of the Association of American Geographers (Detroit, MI, April 21-24, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, *Computer Assisted

Instruction, Curriculum Development, *Educational Change, *Educational Needs, *Geography Instruction, Higher Education, Institutional Characteristics, *Instructional Improvement, Material Development, Social Science Research, Time, Time Management

Identifiers—Publish or Perish

Educational changes may be required in order to realize the benefits that computer assisted learning (CAL) can offer geography instruction. CAL could make the learning and teaching of geography truly efficient and practically eliminate failures of instruction. An institutional constraint that discourages instructional innovations is the conflict between the demands on professors that are inherent in the research/publish model and the time and effort needed for significant improvements in instructional practice. CAL requires large amounts of time and effort for the development of effective programs. This time is not available to professors because of the time demands of the research/publish model. In addition, the research/publish model encourages the excessive intellectualization of all subjects. Significant improvements in university instruction in geography are likely to be produced only in the less intellectualized aspects of the subject, such as applied geography and environmental analysis. Institutions should permit professors to devote time and effort to instructional development without suffering penalties in career advancement and remuneration. (RM)

ED 260 960

SO 016 719

Curriculum Development in Population Education.

Abstract-Bibliography, Series 6.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

Report No.—BKP/85/OPE/229-1000

Pub Date—85

Note—112p.; Published under UNFPA Project RAS/74/PO2. For related documents, see ED 199 057, ED 213 617, ED 238 802, and ED 258 852.

Available from—UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok, Thailand 10500.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Agriculture, Biology, *Comparative Education, *Curriculum Development, Curriculum Evaluation, Developing Nations, Educational Objectives, *Educational Practices, Educational Research, Educational Strategies, Elementary Secondary Education, Environmental Education, Foreign Countries, Geography Instruction, Higher Education, Home Economics Education, Interdisciplinary Approach, Nonformal Education, Nontraditional Education, Physicians, Physiology, *Population Education, Science Instruction, Social Studies, Teacher Education

Identifiers—Asia, Bangladesh, India, Korea, Malaysia, Nepal, Pacific Islands, Pakistan, Philippines, Thailand

Part of a series of annotated bibliographies dealing with issues and problems raised by educators involved with population education programs, this publication addresses curriculum development in population education. Curriculum development is the most important component of a population education program, for it is through curriculum materials that learners receive population education messages. Entries are organized into six major parts: (1) Strategies for Curriculum Development in Population Education in the Formal Education System; (2) Strategies for Curriculum Development in Population Education in the Non-Formal Education System; (3) Development of Curriculum Materials in Specific Subject Areas; (4) State-of-the-Art on Curriculum Development in Asia and the Pacific; (5) National Experiences in Curriculum Development in Population Education; and (6) Evaluation and Research in Curriculum Development in Population Education. Countries dealt with in the entries include Asia, Bangladesh, India, Malaysia, Nepal, the Pacific Islands, Pakistan, the Philippines, the Republic of Korea, and Thailand. Subject and geographic indexes are provided. (RM)

ED 260 961

SO 016 720

McKernan, Jim, Ed.

Irish Educational Studies. Vol. 4, no. 1.

Educational Studies Association of Ireland, Dublin.

Pub Date—Feb 84

Note—316p.; Financial assistance provided by Industrial Credit Corporation, Dublin (Ireland). For Volume 4, no. 2, see SO 016 721. For 1982-83 volumes see ED 235 105 and ED 248 187-188. Document contains small, light type.

Journal Cit—Irish Educational Studies; v4 n1 1984

Pub Type—Opinion Papers (120) — Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Abstract Reasoning, Academic Achievement, Comparative Analysis, *Comparative Education, Continuing Education, Educational Change, *Educational History, *Educational Practices, Educational Research, Educational Theories, *Educational Trends, Elementary Secondary Education, Ethical Instruction, Females, Foreign Countries, Higher Education, Historiography, Home Economics, Imagination, Intellectual Disciplines, Program Descriptions, Recreational Activities, School Choice, Sex Discrimination, Social Studies, Summer Programs, Teaching Methods, Textbook Content, Textbook Evaluation, Values Education, Vocational Education

Identifiers—Doublespeak, *Ireland, United States

The following papers dealing with education in Ireland are presented: "The Fortunes of Education as a Subject of Study and of Research in Ireland" (John Coolahan); "The Irish Charter Schools: The Grand Design in Principle and Practice" (Kenneth Milne); "Quaker Education in 18th and 19th Century Ireland" (Cyril G. Brannigan); "Images of Women in Nineteenth Century Schoolbooks" (Lorcan Walsh); "An Assessment of Rev. Professor Timothy J. Corcoran's Major Works in the Field of Irish Educational Historiography" (James G. Deegan); "St. Dominic's—The Rise and Fall of a Training College 1907-1924" (Finbar O'Driscoll); "One Approach to Moral Education for Secondary Schools in the United States" (Gerald M. Reagan); "Language Manipulation: Doublespeak in Education" (Richard Pratte); "Some Curricular Aspects of Social and Civic Education in Ireland, 1966-1984" (Mairtin Fahy); "What Use Is Day Release?" (J. R. McCarthy); "Compensation for Deficiencies in the Second-Level System" (Tom Baum and Linda McLoughlin); "Summer Recreation Provision in America and Northern Ireland - A Comparative Overview" (Paul G. J. Anthony); "Rethinking the Nature of Educational Studies" (Padraig Hogan); "The First Blast of the Trumpet against the Monstrous Regiment of the Disciplines (Theorising about Theory of Education)" (Michael McKeown); "Some Philosophical Issues Relating to the Identification of Education with the Development of Reason" (Peter J. Gargan); "Predicting Success in First University Examinations in Home Economics Colleges of Education" (Eamonn O'Baillain); "Imagination: That One Talent That Lies Buried" (Seamus V. O'Suilleabhain); and "School Choice and School Catchment: Post-Primary Education in Galway City" (Seamus Grimes). (RM)

ED 260 962

SO 016 721

McKernan, Jim, Ed.

Irish Educational Studies. Vol. 4, No. 2.

Educational Studies Association of Ireland, Dublin.

Pub Date—Feb 84

Note—308p.; For Volume 4, No. 1, see SO 016 720. Financial assistance provided by Industrial Credit Corporation, Dublin (Ireland). Document contains small, light type.

Journal Cit—Irish Educational Studies; v4 n2 1984

Pub Type—Opinion Papers (120) — Collected Works - Serials (022)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adult Education, Autobiographies, Chalkboards, Chemistry, *Comparative Education, Continuing Education, Cultural Awareness, Curriculum, Educational Administration, Educational Finance, *Educational History, Educational Policy, *Educational Practices, Educational Research, Educational Technology, *Educational Trends, Elementary Secondary Education, Foreign Countries, Futures (of Society), Geography Instruction, Higher Education, Literature, Mathematics Instruction, Motivation Techniques, Program Descriptions, School Community Relationship, Science Instruction, Television, Textbooks, Youth Programs

Identifiers—*Ireland

The following papers dealing with education in Ireland are presented: "The Educational agenda: A View of the Future" (H. T. Sockett); "Curriculum and Policy in Irish Post-Primary Education" (B. O-

Relly; "A Response to Barney O'Reilly on Curriculum and Policy in Irish Post-Primary Education" (D. G. Mulcahy); "Constructing and Testing a Geography Trail" (Kevin Hurley); "Effective Communication of Mathematics at Primary Level: Focus on the Textbooks" (Catherine Mulryan); "Practical Work in the Leaving Certificate Chemistry Course" (Adrian J. Ryder); "Only Connect: Reflections on Autobiography and the Teaching of Literature" (Tom Mullins); "Introducing Irish Cultural Studies to the English Primary School" (Tom Arkell); "Some Aspects of the Psychological Concept of Motivation Applied to the Use of the Blackboard in the Classroom" (Francis Douglas); "An Examination of Selected Dimensions of National School Principals' Concerns for School Administrative Issues" (Donald Herron); "Problems in the Financing of Higher Education" (A. C. Barlow); "Some Problems in the Financing of Second Level Education" (John Sheehan); "Community Workshops in the Youth Training Programme" (Rosemary Kilpatrick); "Education and Training for 16 Year Olds: New Approaches in Northern Ireland" (Jean Whyte); "The Role of Further Education Colleges in the Northern Ireland Youth Training Programme" (Colin McIlheney); "The Future of Adult Education in Ireland" (Liam Carey); "Television in Northern Ireland Secondary Schools: Research Findings and Implications" (C. W. J. Crough and J. J. Collins); "The Implications of Educational Technology for Postprimary Education in Ireland" (Michael Turner); "Information Technology - Its Impact on Irish Education" (Brendan Mackey); "An gheallgeall i nGurclann na Buncoille" (Eoghan O'Sullivan). (RM)

ED 260 963 SO 016 723

Warner, Deborah J.
Perfect in Her Place. Women at Work in Industrial America.

Smithsonian Institution, Washington, D.C.

Pub Date—81

Note—26p; This publication was prepared in conjunction with an exhibit at the National Museum of American History, Smithsonian Institution. Lithograph reproductions may not reproduce clearly.

Pub Type—Opinion Papers (120) — Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Colonial History (United States), Economic Development, Economic Factors, Economic Opportunities, *Females, *Labor Economics, *Labor Force, Sex Role, *United States History, Womens Studies, Working Class

The economic role of American women is traced from colonial times through the 19th century. In colonial America women shared the economic responsibilities of family livelihood with their husbands and were engaged primarily in the production of food and clothing. Early 19th century America saw a redefinition of the social and economic spheres of men and women. For white Americans, a sentimentalizing of the home led to a decrease in women's economic activity while black women continued to play a major role in agricultural production. The necessity of competing with foreign manufacturers led to the demand for cheap factory labor, which in turn led to the employment of women in the latter half of the 19th century. This factory work typically provided a limited range of jobs under poor working conditions. Like manufacturing, commerce and the entertainment industry also gave employment to women in the late 1800's, while the beginning of the era of science at the end of the 1800's led to female employment in data processing. Throughout the 1800's, several occupations were considered properly female, including health care and teaching. (LP)

ED 260 964 SO 016 731

Goldwin, Robert A., Ed. Schambra, William A., Ed.

How Democratic Is the Constitution?

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Report No.—ISBN-0-8447-3399-7

Pub Date—80

Note—161p; For related volumes, see SO 016 732-733. This series is part of a project, "A Decade of Study of the Constitution," funded in part by a Bicentennial Challenge Grant from the National Endowment for the Humanities.

Available from—American Enterprise Institute, 1150 17th St., N.W., Washington, DC 20036 (\$5.25 paper—ISBN-0-8447-3399-7; \$12.25

cloth—ISBN-0-8447-3400-4).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil Liberties, *Civil Rights, *Constitutional History, *Constitutional Law, *Democracy, United States Government (Course)
Identifiers—United States Constitution

Designed to help prepare the nation for a thoughtful observance of the Constitutional bicentennial, this publication contains seven essays on the topic of democracy and the Constitution. "Democracy and the Constitution" (Gordon S. Wood) looks at the popular and democratic rhetoric used to justify the federalist system in the late 1700's. "Decent, Even Though Democratic" (Ann Stuart Diamond) considers James Madison's definition of a democratic constitution. "The Constitution as an Elitist Document" (Michael Parenti) argues that the framers of the Constitution sought to contain democracy rather than give it free rein. "Does the Constitution 'Secure These Rights'?" (Walter Berns) looks at how democracy has changed over time in the United States and what further advances in democracy might be made. "Democracy and the Citizen: Community, Dignity, and the Crisis of Contemporary Politics in America" (Wilson Carey McWilliams) argues that democracy requires community, civic dignity, and religion and that, in certain respects, the Constitution was more democratic in the past than it is today. "Deliberative Democracy: The Majority Principle in Republican Government" (Joseph M. Bessette) looks at the apparent contradiction between majority rule and constraints on the majority. "Conservatives, the Constitution, and the 'Spirit of Accommodation'" (Alfred F. Young) presents the view that the Constitution was the work of accommodating conservatives who drafted an essentially middle-of-the-road document that produced different responses among contemporaries of a democratic bent. (LP)

ED 260 965 SO 016 732

Goldwin, Robert A., Ed. Schambra, William A., Ed.

How Capitalistic Is the Constitution?

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Report No.—ISBN-0-8447-3478-0

Pub Date—82

Note—182p; For related volumes, see SO 016 731-733. This series is part of a project, "A Decade of Study of the Constitution," funded in part by a Bicentennial Challenge Grant from the National Endowment for the Humanities.

Available from—American Enterprise Institute, 1150 17th St., N.W., Washington, DC 20036 (\$6.25, paper—ISBN-0-8447-3478-0; \$14.25 cloth—ISBN-0-8447-3477-2).

Pub Type—Information Analyses (070) — Opinion Papers (120) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Capitalism, *Constitutional History, *Constitutional Law, Democracy, *Economics, Economics Education, United States Government (Course)

Identifiers—United States Constitution

Second in a three-part series designed to help prepare the nation for a thoughtful observance of the Constitutional bicentennial, this publication contains seven essays on the topic of capitalism and the Constitution. "American Democracy and the Acquisitive Spirit" (Marc F. Plattner) supports the argument that the framers of the Constitution established an essentially capitalistic government. "Class Rule under the Constitution" (Edward S. Greenberg) analyzes how the Constitution has adjusted to changing circumstances and forms of capitalism. "The Constitution and Hamiltonian Capitalism" (Forrest McDonald) argues that the Constitution was not originally designed to establish capitalism but that constitutional government and capitalism became intertwined at the outset. "The Constitution, Capitalism, and the Need for Rationalized Regulation" (Walter Dean Burnham) looks at the nature of the link between the structure and functioning of the American political regime and the corresponding economic structure. In "The Constitution and the Protection of Capitalism" (Bernard H. Siegan), it is argued that the current judicial policy fails to substantially secure material liberties and runs contrary to the original intent of the Constitution. "Capitalism or Democracy" (Robert Lekachman) examines the conflict between po-

litical equality and economic opportunity. "The Constitution and the Spirit of Commerce" (Stephen Miller) looks at the "Federalist Papers" to interpret contemporary politics. (LP)

ED 260 966 SO 016 733

Goldwin, Robert A., Ed. Schambra, William A., Ed.

How Does the Constitution Secure Rights?

American Enterprise Inst. for Public Policy Research, Washington, D.C.

Report No.—ISBN-0-8447-3521-3

Pub Date—85

Note—140p; For related volumes, see SO 016 731-732. This series is part of a project, "A Decade of Study of the Constitution," funded in part by a Bicentennial Challenge Grant from the National Endowment for the Humanities.

Available from—American Enterprise Institute, 1150 17th St., N.W., Washington, DC 20036 (\$5.95, paper—ISBN-0-8447-3521-3; \$13.95, cloth—ISBN-0-8447-3522-1).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Civil Liberties, *Civil Rights, *Constitutional History, *Constitutional Law, Democracy, Individual Needs, United States Government (Course)

Identifiers—United States Constitution

Third in a series designed to help prepare the nation for a thoughtful observance of the Constitutional bicentennial, this publication presents six essays addressing the issue of human rights and the Constitution. "How the Constitution Protects Our Rights: A Look at the Seminal Years" (Robert A. Rutland) focuses on James Madison's role in obtaining a bill of rights. "The Constitution and the Bill of Rights" (Herbert J. Storing) looks at the original debate over the Bill of Rights and at what issues were not addressed in these ten amendments. "Two Models of Adjudication" (Owen M. Fiss) considers structural reform of the government as a new mode of litigation. "The Constitution as Bill of Rights" (Walter Berns) examines how human rights are assured and delineated within the text of the Constitution. In "Subsistence Rights: Shall We Secure These Rights" (Henry Shue), the author considers potential conflicts between basic economic, social, and cultural rights as entrenched in the International Bill of Rights and the U.S. Constitution. "American Constitutionalism and Individual Rights" (Nathan Tarcov) analyzes the balance between individual and group rights. (LP)

ED 260 967 SO 016 738

Reinhart, Mary Ann, And Others

Assessment of Gilligan's Model: Development of the Relationship Self Inventory.

Pub Date—Apr 85

Note—9p; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attachment Behavior, Behavioral Science Research, Developmental Psychology, Developmental Stages, *Females, *Individual Development, *Interpersonal Relationship, Self Evaluation (Individuals)

Identifiers—Gilligan (C)

This study designed and tested the Relationship Self Inventory (RSI) intended to measure the self-descriptive value of Gilligan's "connected self-in-relation-to-others" model. Gilligan's research indicates that the formation of self based on connection with others and an orientation to care (connected self) is associated primarily with women. The RSI survey consists of 27 items arranged in four scales: (1) the Connected Self scale; (2) the Self Care from Need scale; (3) the Primacy of Other Care (POC) scale; and (4) the Self and Other Care Chosen Freely scale. The RSI survey was completed by 526 adult women, ages 21 to 85, most with a high school education or less. The inventory was found to reliably measure Gilligan's model. Ninety percent of the respondents reported that the Connected Self scale was self-descriptive, and 60 percent indicated their care orientation was described by the POC scale. Consistent with Gilligan's model, the POC scale was self-descriptive of the older (42-85) rather than the younger (21-41) women. Homemakers (48 percent) were less likely than other respondents to be described by the Self

Care from Need scale and the Self and Other Care Chosen Freely scale. (Author/RM)

ED 260 968 SO 016 746

Garenhus, Alan Reid
In Pursuit of Wild Geese. Teaching Creative Thinking: A Smithsonian Approach.
Smithsonian Institution, Washington, D.C.
Pub Date—84

Note—14p.; Prepared by the Smithsonian Office of Elementary and Secondary Education.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, Classroom Environment, *Creative Thinking, Creativity, Discovery Processes, Elementary Secondary Education, Instructional Materials, *Museums, *Realia, Student Attitudes, Teacher Attitudes, Teacher Student Relationship, *Teaching Methods

Identifiers—Artifacts

Background information to help K-12 teachers use objects found in the Smithsonian Institution or in other museums to stimulate students' creative thinking is provided. To encourage creative thinking, teachers must provide students with divergent problems, i.e., problems that are expansive, allow for a variety of responses, and have no fixed answers. Teachers must cultivate a classroom environment that encourages creativity. The understanding must be developed among students that there are times when free thinking is appropriate. The creative climate fosters an openness and respect for unusual questions and ideas, an understanding that all ideas have value, and an opportunity to learn and perform without constant threat of evaluation. Almost any museum object—from an ordinary light bulb to an African tribal mask—can be used in divergent activities. Slides and/or reproductions may serve as substitutes for the actual object. Divergent activities using museum objects can help students develop many kinds of thinking, including thinking that is fluent, flexible, original, and elaborative. (RM)

ED 260 969 SO 016 749

Bioregions and World Order.
Global Education Associates, East Orange, N.J.
Pub Date—85
Note—28p.

Available from—Global Education Association, 552 Park Ave., East Orange, NJ 07017 (\$3.00; 10 or more, \$2.00)
Journal Cit—Breakthrough; spec iss v6 n3,4
Spr-Sum 1985

Pub Type—Collected Works - Serials (022) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Conservation (Environment), Ecology, Food, *Global Approach, Hunger, Resource Materials, Social Values, World Affairs, *World Problems

Identifiers—*Bioregions, *World Order

What bioregions can do to contribute to world order and security is discussed in this newsletter. A bioregion is defined as an identifiable geographical area of interacting life-systems that is relatively self-sustaining in the ever-renewing processes of nature. Articles included are: "Bioregionalism and World Order" (Gerald Mische); "Bioregions: The Context for Reinhabiting the Earth" (Thomas Berry); "Twelve Principles for Understanding the Universe and the Role of the Human in the Universe Process" (Thomas Berry); "Re-inhabiting Genesis Farm: A Center for Bioregional and World Order Education" (Miriam Therese MacGillivray); "Maine: Working Together To Save the Soil" (Pauline Pare); "Kansas: An Evolving Vision for a Heartland Bioregional Community" (Betty Jean Goebel); "Green Thoughts...Reflections on the National Bioregional Congress and Green Politics" (Ron Hughes); "Green Politics: A Statement of Values"; "Ecological Politics and Bioregionalism" (David Haenke); "Appalachia and Bioregionalism" (Patrick Ronan); "World Conservation Strategy"; and "Bioregions: Where Person and Planet Meet" (Catherine Burton). Also included is a "Reader Exchange" containing thoughts of newsletter readers concerning bioregions and world security. The newsletter concludes with a bibliography on bioregionalism. (RM)

ED 260 970 SO 016 751

Alfred Nobel and the Nobel Prizes. Fact Sheets on

Sweden.
Swedish Inst., Stockholm.
Pub Date—Aug 84

Note—4p.
Available from—Swedish Institute, P.O. Box 7434, S-103 91, Stockholm, Sweden (free).

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Awards, Biographies, Chemistry, Economics, *European History, Global Approach, Literature, Medicine, Peace, Personality, Physics, Physiology
Identifiers—Fact Sheets, *Nobel (Alfred), *Nobel Prizes, Sweden

The life and personality of Alfred Nobel and the Nobel Prizes established by his will are discussed. Nobel was a 19th century Swedish industrialist who was fluent in six languages. He invented dynamite. At his death in 1896, his estate amounted to \$9,200,000. His will stipulated that the income from his estate should be divided annually into five equal parts and distributed as prizes to those who during the preceding year had conferred the greatest benefit on mankind. The fields embraced by the prizes reflect Nobel's personal interests: physics, chemistry, physiology or medicine, literature, and peace. The Nobel Foundation was organized as legatee and administrator of the Nobel fund capital, while the various bodies named in the will agreed to award the prizes. The Bank of Sweden, at its tercentenary in 1968, instituted a Prize in Economic Sciences, pledging an annual amount to the Nobel Foundation equal to one of the regular Nobel Prizes. Candidates for the Nobel Prizes must be proposed by qualified individuals or groups. Special committees examine the proposals and announce the winners in mid-October of each year. Presentation ceremonies are held in Sweden and in Norway in December. (RM)

ED 260 971 SO 016 752

Johnston, Donna Kay
Moral Problem Solving: A Pilot Study of Adolescent's Ability to Use Both Moral Orientations.
Pub Date—Aug 84

Note—41p.; Paper presented at the Harvard International Conference on Thinking (Cambridge, MA, August 19-23, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, Age Differences, Females, Males, *Moral Values, *Problem Solving, *Sex Differences, Social Science Research, *Value Judgment

Identifiers—*Moral Reasoning

This study examined whether male and female adolescents have equal facility in using a response orientation and a rights orientation in solving moral problems. A person using a response orientation in discussing moral dilemmas considers the moral problem as issues of relationships or of response, i.e., how to respond to others in their particular situations. A person using a moral orientation of rights construes the moral conflict as issues of conflicting claims between self and others (including society). The rights orientation resolves dilemmas by invoking impartial rules, principles, or standards. Participating in the study were eight adolescents, equally divided between boys and girls who were 11 and 15 years of age. The adolescents were read moral dilemmas embedded in fables and asked how they would solve them. Results showed that both sexes used both orientations, but there was a tendency for female adolescents to use both orientations or switch orientations during the discussion of one dilemma, while males of both ages used one orientation for one dilemma and the other orientation for the second. There was a tendency for females to use the response orientation more frequently. (RM)

ED 260 972 SO 016 753

Kollen, Patsy Phillips
Creativity and Critical Thinking.
Pub Date—Aug 84

Note—19p.; Paper presented at the Harvard International Conference on Thinking (Cambridge, MA, August 19-23, 1984).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Development, Creative Expression, Creative Thinking, *Creativity, *Critical Thinking, *Educational Needs, *Educational Quality, Egocentrism, Elementary Secondary Ed-

ucation, Interpersonal Relationship, Psychological Characteristics

How to deal with the absence of creativity and critical thinking in the educational setting is discussed. All efforts to improve education will be futile if we don't take into account the absence of relationship among the participants and between the participants and the content of education. Relationship—i.e., connecting with others and with knowledge and ideas in a way that provides support for excellence—is essential for enthusiasm, the emotional ingredient necessary for creativity and critical thinking. Egocentered thinking and feeling foster psychological barriers that corrupt relationship. Passion and silent watching free the mind of the psychological barriers that corrupt relationship. Creativity and critical thinking are inherent when human beings are doing and being together in fun, learning, and discovery. If we have been unable to connect in this way, it is because our egocentered thoughts and feelings have fostered fear, imitation, boredom, measurement, competition, evaluation, and judgment. There is no need to foster something that is inherent; the need is to see what prevents the expression of creativity and critical thinking. (RM)

ED 260 973 SO 016 754

Meiowitz, Marco Jacob, Paul J.
Muscles of the Mind: An International Program to Improve Thinking.
Pub Date—84

Note—17p.; Paper presented at the Harvard International Conference on Thinking (Cambridge, MA, August 19-23, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Communication Skills, Community Education, *Creative Thinking, Educational Games, Elementary Secondary Education, Logic, *Logical Thinking, Memory, Planning, *Problem Solving, Program Descriptions, *Skill Development, Visualization

A program for teaching children and adults the thinking skills most important in everyday life is described. This program, which has been tried out and evaluated in the United States, France, Germany, England, Australia, Japan, and Israel, is needed in every school and community as a "gymnasium for the mind." To help people fully use their natural intellectual potential, just as a regular gymnasium helps people fully use their physical potential. The program uses games to develop the skills of deductive logic, inductive logic, planning, remembering, creative thinking, problem solving, visualization, and communication. Most of the games use a kit containing number cards, letter cards, picture cards, shape and color cards, and a playing board. The kit can be bought or can be easily constructed. An example of one of the games—an abstract game of deductive logic—is included. Each kit game is presented at several levels from simple to more difficult and can, therefore, be used with various age levels. The publication ends by listing and answering nine commonly asked questions about the program. (Author/RM)

ED 260 974 SO 016 755

Nolan, C. A. Brandon, E. P.
Conditional Reasoning in Jamaica.
Pub Date—Aug 84

Note—41p.; Paper presented at the Harvard International Conference on Thinking (Cambridge, MA, August 19-23, 1984).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstract Reasoning, Academic Achievement, Comparative Analysis, Comparative Education, Educational Needs, Educational Research, Foreign Countries, Instructional Program Divisions, Logic, *Logical Thinking, Resource Materials, Secondary Education, Sex Differences, *Student Characteristics, Teacher Background, Teacher Education, Teacher Qualifications

Identifiers—*Jamaica, United States

The results of studies that examined the logical reasoning of secondary students in Jamaica are analyzed. A logical reasoning test was administered to 205 Jamaican students in grades 7, 9, and 11. Also analyzed were data collected using the same instrument on three other groups of Jamaican students in grades 7, 8, 9, and 10. As expected, test performance was not very good. Students did show some improvement in logical reasoning from grade to

grade. No significant sex differences were found in overall reasoning ability. Nor were correlations found between reasoning ability and academic achievement. However, clear differences were found between educational strata within the school, e.g., science was found to encourage a critical spirit. The Jamaican students scored much lower than a group of U.S. students taking the same test. Reasons for the noticeable differences in level of performance may be due to a number of factors, including lack of resources in Jamaican schools and the inadequate knowledge and skills of many teachers, especially at the elementary level. Some important factors that teachers need to be taught about logical reasoning are suggested. (RM)

ED 260 975 SO 016 756

Wagner, Paul A.

Pre-College Philosophy: Will It Get Its Day in Court.

Pub Date—Aug 84

Note—20p. Paper presented at the Harvard International Conference on Thinking (Cambridge, MA, August 19-23, 1984).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstract Reasoning, Course Content, Creativity, Critical Thinking, Definitions, Educational Assessment, Educational History, *Educational Needs, *Educational Practices, Educational Research, *Educational Trends, Elementary Secondary Education, Logic, Mathematics Skills, Outcomes of Education, *Philosophy, Reading Skills, Skill Development, Teacher Attitudes, Teacher Background, Teacher Qualifications

Trends in pre-college philosophy teaching are discussed. Today philosophy, especially at the elementary level, is becoming fashionable. Research has shown that even minimal training in philosophy improves students' reading and mathematical abilities as well as general skills such as reasoning and creativity. A study examining the formal training and attitudes of teachers of pre-college philosophy showed that many were already engaged in teaching pre-college philosophy in their own sense of what counts as philosophy. Teachers with significant preparation in academic philosophy recognized that philosophy is a distinct academic discipline requiring formal training. Certified teachers with little philosophy preparation did not recognize it as being significantly different from history or social studies. Studies have shown that there is a variability in student outcomes associated with teacher preparation. If pre-college philosophy is to succeed, teachers need formalized training, and all educators must be taught to recognize what counts as philosophy. (RM)

ED 260 976 SO 016 757

De Tray, Dennis

Schooling in Malaysia: Historical Trends and Recent Enrollments. A Rand Note.

Rand Corp., Santa Monica, Calif.

Spons Agency—Agency for International Development (IDCA), Washington, DC.

Report No.—Rand-N-2011-AID

Pub Date—Oct 84

Grant—OTR-G-1822

Note—68p.

Available from—Rand Corporation, 1700 Main St., P.O. Box 2138, Santa Monica, CA 90406-2138 (\$7.50).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage. PC Not Available from EDRS.

Descriptors—Attendance Patterns, Comparative Education, Economic Factors, *Educational History, Educational Opportunities, *Educational Policy, *Educational Trends, Elementary Secondary Education, *Enrollment, Equal Education, Ethnic Groups, Family Characteristics, Family Role, Foreign Countries, Higher Education, Nondiscriminatory Education

Identifiers—*Malaysia

The educational history of Malaysia is discussed; policy, historical trends, and school attendance are emphasized. Increased schooling and increased returns to schooling have been essential ingredients in Malaysia's economic growth. Schooling levels have risen rapidly since independence and, while all Malaysians have shared substantially in this growth, rates of increase vary among subgroups. For example, long-standing differences exist between Chin-

ese and Malay educational levels. Malaysian policy is attempting to homogenize Malaysia's educational system. Unifying the language of instruction has been a major thrust of these policies. Primary school attendance in Malaysia is almost universal. Only about 65 percent complete secondary schooling and only a handful of Malaysians advance beyond secondary school. An analysis of individual, family, and community factors that affect the probability of school attendance among 12- to 18-year-olds revealed that school attendance levels among Malaysian children respond to changes in family resources and to changes in costs of attending school. In general, it can be said that Malaysian educational policies have succeeded admirably in fostering schooling among Malays, as reflected in the extraordinary rise in secondary school attendance both absolutely and relative to Malaysia's other ethnic groups. (RM)

ED 260 977 SO 016 758

Clow, John E., Ed.

Consumer Economics (Secondary): Teaching Strategies. Master Curriculum Guide in Economics.

Joint Council on Economic Education, New York, N.Y.

Pub Date—85

Note—126p. For other volumes in this series, see ED 247 198 and ED 218 186.

Available from—Joint Council on Economic Education, 2 Park Ave., New York NY 10016 (JCEE Checklist No. 338, \$10.00; quantity discounts available).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Business Cycles, *Consumer Economics, Consumer Education, Consumer Protection, Decision Making Skills, *Economics Education, Government Role, Home Economics, Home Management, Instructional Materials, Learning Activities, Marketing, Secondary Education, Simulation

Designed to build up concepts presented in the Master Curriculum Guide volume "A Framework for Teaching the Basic Concepts," this collection of teacher guidelines and classroom lessons focuses on how economic concepts and an economic way of thinking can be incorporated into various units in consumer education courses or in courses at the secondary level that contain units on consumer education. Material is divided into four sections using related clusters of economic concepts that are important to consumer economics. Each of the sections provides an overview that serves as teacher background. Section 1, "Decision-Making and the Consumer," contains lessons and strategies on profits, the two-carer family, household production, scarcity, choice, and trade-offs. Section 2, "Functioning of a Market," contains materials on marketplace interdependence, market failures and access to information on decision-making, the consumer price index, and price changes. Section 3, "Effects of Government Action on Consumers," looks at consumer protection. Section 4, "The Interrelationships among Government, Business, and Consumer Decisions," contains simulations on monetary control, corporate crisis, and increasing productivity. Appendices list supplementary materials and sources of information. (LP)

ED 260 978 SO 016 760

Kincade, Jeannine H.

A Preview of High School Level Economic Software.

Pub Date—3 Jun 85

Note—42p. Exit Project, Indiana University.

Pub Type—Reports - Evaluative (142) — Dissertations/Theses - Undetermined (040)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Courseware, Curriculum Development, Curriculum Evaluation, *Economics Education, Educational Needs, High Schools, Instructional Material Evaluation, Instructional Materials, Material Development

The purpose of this study was to locate and evaluate high-school-level economic software compatible with an Apple II or Ix computer. To identify software, computer searches were run, bibliographies were scanned, and reviews were collected. Only software that was recommended by some outside source was included in the evaluation. The following seven programs are evaluated in this report: "Bargain"; "Investing for Your Future"; "Sell Lem-

onade"; "Sell Robots"; and "South Dakota: An Economic and Mathematics Simulation." For each program complete bibliographic information is provided, the content is described, and the major strengths and weaknesses are discussed. Each program is also critiqued for its educational, technical, and management soundness. Compared to other subject areas in the high school curriculum, educational software for economics is one of the least developed. To help alleviate the economic software shortage, the Joint Council on Economic Education is in the process of assembling specialists to plan a means of developing quality software that is inexpensive. (RM)

ED 260 979 SO 016 762

Thorp, Kathryn

Intergenerational Programs: A Resource for Community Renewal.

Wisconsin Positive Youth Development Initiative, Inc., Madison.

Spons Agency—Mott (C.S.) Foundation, Flint, Mich.

Pub Date—Jul 85

Note—60p. Photographs may not reproduce clearly.

Available from—Wisconsin Positive Youth Development Initiative, Inc., 30 W. Mifflin St., Suite 908, Madison, WI 53703 (\$7.00).

Pub Type—Reports - Descriptive (141) — Collected Works - General (020) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Programs, *Age Differences, *Age Groups, *Community Programs, *Community Resources, Cooperative Programs, Program Descriptions, *Program Development, Program Guides

Identifiers—*Intergenerational Programs

A four-part publication places intergenerational programming in the larger context of community renewal and well-being. Part I, "The Basics: What, Who, and Why," contains two articles. The first, by Kathryn Thorp, defines intergenerational activities and considers organizations which should be involved in such activities and possible benefits, while the second article, by Carol H. Tice, considers the issue of well-being from an intergenerational perspective. Part II examines issues and answers through the following articles: "Five Questions to Test Your Intergenerational Idea" (Tom Bird); "Intergenerational Programs: Getting Started" (James P. Firman and Anita Stowell); "Community Planning for Intergenerational Programming: A Model for Community-Wide Program Development" (Catherine Ventura-Merkel); "So You Want to Start Something" (Sallie Johnson); "Training for Intergenerational Programs" (Sally Newman and Edgar Weinsberg); "Systems Intervention: An Effective Approach to Intergenerational Program Development" (Nancy Z. Henkin, Miriam S. Spector, and Steven L. Tunick); and "Stages in Intergenerational Development" (Kathryn Thorp). Part III contains articles on program ideas: a Tulsa, Oklahoma, local government internship program, a Rochester, Minnesota, senior citizen food co-op, a Philadelphia intergenerational theater troupe, a San Francisco senior citizen school volunteer program, the Madison, Wisconsin, program SCOPE (Students, Community, Older People, Parents and Educators), and other ideas. Part IV contains resource lists. (LP)

ED 260 980 SO 016 765

Demery, Marie

XIOPP: An Artistic Approach to Creativity, Xerography and Visual Literacy.

Pub Date—85

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Art, *Art Appreciation, *Art Expression, Color, *Creativity, Guides, Models, Technological Advancement, *Technology, *Visual Arts

Identifiers—*Xerography

Xerography is one of the major channels through which a union in art and technology can be achieved. As a result of a three-year research study of xerography and such a union, the following examples have been developed: XIOPP Model, art historical perspective, visual literacy exhibition and vocabulary. The XIOPP Model is an illustration and summary of the integrated processes of creativity, xerography, and visual literacy. The art historical perspective is a clarification of the processes and components of the model. A complement to the historical data and to the processes, the visual liter-

acy exhibition in this article is an introduction to the use of a viewing guide. The guide will help viewers to acquire and use the visual skill of originality for seeing, evaluating, and appreciating 12 works of art and the environment beyond this exhibit. New vocabulary has been defined: visual literacy exhibition, XIOFF, ink drawing print, ink oil painting print, xerography, copy art, viewing guide. Established vocabulary has been redefined: originality, creativity, visual literacy. (Author)

ED 260 981 SO 016 767

Erikson, Gillian I.
Developing Creative Thinking through an Integrated Arts Programme for Talented Children.
Pub Date—Aug 84

Note—21p.; Paper presented at the Harvard University International Conference on Thinking (Cambridge, MA, August 19-23, 1984).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Education, Artists, Child Development, Comparative Education, Course Content, *Creative Thinking, Creativity, Curriculum Design, Educational Objectives, Educational Strategies, Elementary Secondary Education, Gifted, Instructional Design, *Integrated Curriculum, Program Descriptions, Program Evaluation, *Talent, Talent Identification, Teaching Methods Identifiers—South Africa

Described is a K-12 integrative arts program of the Schreiner Educational Centre, Johannesburg, South Africa, designed to help gifted and talented children develop an understanding of the nature of creative thinking as expressed through different art forms. The report discusses how the program defines talent; how gifted students are identified for program participation; the role that creative thinking plays in child development; the integrative model of education used; educational strategies used to develop creative thinking from the four perspectives of perception, affect, cognition, and behavior; course content; and program evaluation. The program offers skill based courses in visual perception, exploration of sound and movement, communication, and learning and thinking skills. Also offered are a series of optional workshops in different art disciplines, including drama, dance, music, and film. In some experimental sessions professional artists and teachers worked with the students. Concepts and ideas initiated by students are explored through sensory stimulation, creative problem solving, and reflection. Both teachers and students rated the program very highly. (RM)

ED 260 982 SO 016 769

Ballin, Sharon
Creativity and Skill.
Pub Date—Aug 84

Note—20p.; Paper presented at the Harvard International Conference on Thinking (Cambridge, MA, August 19-23, 1984).

Available from—Lawrence Erlbaum Associates, Inc., Publishers, Suite 102, 365 Broadway, Hillsdale, NJ 07042 (\$5.00; 1-10 copies, \$3.50).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Art Expression, Creative Development, *Creative Expression, Creative Thinking, *Creativity, Skill Analysis, *Skills

It is frequently maintained that creativity involves flexibility, spontaneity, and divergent thinking. Contrary to this commonly held notion, rules play a central role in creativity. For example, in art most work is not revolutionary but rather takes place within a framework of rules dictated by a tradition, a school, or a style. Skills, too, are part of the realm of creativity. Skills are not simply habits which, once learned, become automatic. True skill involves care, vigilance, and criticism. A skilled performance, for example, is one which can be adjusted to changing circumstances. Learning skills is in fact an important part of creativity. (LP)

ED 260 983 SO 016 770

Koplowitz, Herb
Post-Logical Thinking.
Pub Date—Aug 84

Note—34p.; Paper presented at the Harvard International Conference on Thinking (Cambridge, MA, August 19-23, 1984).

Available from—Lawrence Erlbaum Associates, Inc., Publishers, Suite 102, 365 Broadway, Hill-

dale, NJ 07642 (\$5.00; 10 or more copies, \$3.50).
Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Abstract Reasoning, *Adult Learning, *Cognitive Development, *Cognitive Processes, Critical Thinking, Learning Theories, Problem Solving

A theory of adult cognitive development which includes two post-formal operational stages is described. The paper is divided into three sections. The first section provides background for discussion of the theory. A case study in which various employees in a hypothetical organization react to a problem is provided. Examples of pre-logical, logical, post-logical, and unitary thought are demonstrated and illustrated with charts. In a second section, an analysis of critical thinking is provided. According to this analysis, three balances must be maintained in the training of critical thinking: the balance between sufficient research and realizing when to act; the balance between trust in hunches and unbiased use of evidence; and the balance between abstract and concrete thought. The importance of cognitive development is discussed in the final section. Notes and a bibliography conclude the paper. (LP)

ED 260 984 SO 016 771

Suter, Coral Croddy, Marshall
To Promote the General Welfare: The Purpose of Law. Law in Social Studies Series. Instructor's Manual.

Constitutional Rights Foundation, Los Angeles, Calif.

Pub Date—85

Note—155p.; For related student booklet, see SO 016 772. Project supported in part by the Rowland Unified School District. Materials completed for use by the California State Department of Education and the United States Office of Juvenile Justice and Delinquency Prevention.

Available from—Constitutional Rights Foundation, 601 S. Kingsley Drive, Los Angeles, CA 90005 (\$15.00; 30 student editions plus free instructor's manual, \$135.00).

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Child Labor, Citizenship Education, Civil Liberties, Constitutional Law, Criminal Law, Decision Making, Fused Curriculum, *History Instruction, Instructional Materials, Integrated Curriculum, *Interdisciplinary Approach, Laws, *Legal Education, Patriotism, Secondary Education, *Social Studies, *United States History, Units of Study

Identifiers—Iroquois (Tribe), Lafitte (Jean), *Law Related Education, Milligan (Lambdin), Prohibition, Salem Witch Trials

This teacher's guide is part of a curriculum designed for infusion into secondary U.S. history courses to help students explore purposes of American law. In the curriculum students study about legal decision making during the American colonial period, explore methods our legal system uses to establish facts, learn that individual liberty is a primary purpose of the U.S. Constitution, study laws aimed at abolishing child labor in America, and examine the nature, purpose, and consequences of Prohibition. Step-by-step procedures for teaching each of the curriculum's five units are provided in the guide. For each unit an overview is provided and purpose and objectives are outlined. Specific teaching methods and learning activities are suggested. Discussion questions and possible student answers are included. The entire student booklet is duplicated in the guide. Teaching methods used include directed classroom discussions, small group activities, brainstorming, simulations and role-playing, and resource speakers. (RM)

ED 260 985 SO 016 772

Suter, Coral Croddy, Marshall
To Promote the General Welfare: The Purpose of Law. Law in Social Studies Series.

Constitutional Rights Foundation, Los Angeles, Calif.

Pub Date—85

Note—51p.; For related instructor's guide, see SO 016 771. Project supported in part by the Rowland Unified School District. Materials completed for use by the California State Department of Education and the United States Office of Juvenile Justice and Delinquency Prevention.

Available from—Constitutional Rights Foundation, 601 S. Kingsley Drive, Los Angeles, CA 90005 (\$15.00; 30 student editions and free instructor's manual, \$135.00).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—American Indians, Child Labor, Citizenship Education, Civil Liberties, Constitutional Law, Criminal Law, Decision Making, Educational Objectives, Fused Curriculum, *History Instruction, Integrated Curriculum, *Interdisciplinary Approach, Laws, Learning Activities, *Legal Education, Patriotism, Questioning Techniques, Secondary Education, *Social Studies, Teaching Guides, Teaching Methods, *United States History, Units of Study

Identifiers—Iroquois (Tribe), Lafitte (Jean), *Law Related Education, Milligan (Lambdin), Prohibition, Salem Witch Trials

This student booklet is part of a curriculum designed for infusion into secondary U.S. history courses to help students explore the purposes of American law. The booklet contains student readings and discussion questions and suggests learning activities. There are five units. Unit 1, "Law in a New World," examines processes used to make legal decisions during the American colonial period. Students compare the consensual process used by the Iroquois Indians with those processes used during the Salem witch trials. Set in New Orleans during the War of 1812, Unit 2, "Patriots and Pirates," involves students in evaluating whether Jean Lafitte was a patriot or a pirate. They apply criminal law standards to actual cases in which Lafitte was involved. In Unit 3, "During the Late Wicked Rebellion," students study about Lambdin Milligan's resistance to the War between the States and learn that the protection of individual liberty is a primary purpose of the U.S. Constitution. In Unit 4 students examine legislation aimed at ending "Child Labor in America." Unit 5, "The Twenties in Turmoil," examines the nature, purpose, and consequences of Prohibition. (RM)

ED 260 986 SO 016 773

Trainer, Richard D. C.
Too Much, Too Little. A Teacher's Guide.
Federal Reserve Bank of New York, N.Y.

Pub Date—85

Note—13p.; Produced in cooperation with the Agency for Instructional Technology in consultation with the Joint Council on Economic Education.

Available from—Public Information Department, Federal Reserve Bank of New York, 33 Liberty St., New York, NY 10045 (free). The 20-minute color videocassette described in the abstract is available from the Agency for Instructional Technology, Box A, Bloomington, IN 47402 (\$105.00)

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Banking, Economics, *Economics Education, Educational Objectives, High Schools, *Interdisciplinary Approach, *Monetary Systems, Program Descriptions, Teaching Guides, *United States History, Units of Study, Videotape Cassettes

Identifiers—*Federal Reserve System, Sponsored Materials

This is a teacher's guide to a 20-minute color videocassette program that teaches high school students about the history of the U.S. monetary system and events leading to the establishment of the Federal Reserve System. The video program portrays episodes in U.S. history when the country was faced with problems of too much or too little money. These episodes include the Colonial and Revolutionary War periods, the years of the two Banks of the United States, the Civil War period, and the Greenback and Populist eras. Several conventions and institutions devised to solve money problems are highlighted. Among these is the Federal Reserve System, created by Congress in 1913 and given the responsibility of promoting a healthy economy through the control of the banking system's ability to create money. The teacher's guide outlines student objectives, provides a program synopsis, and presents discussion questions. Historical notes are provided concerning the colonies, the first bank, the second bank, the antebellum period, the Civil War, the post-Civil War era, the Federal Reserve System, and Gresham's Law. The guide concludes with a bibliography of free materials available from the Federal Reserve System. (RM)

ED 260 987 SO 016 774
Christian Ethics. A Curriculum Guide for Division IV.
 Saskatchewan Dept. of Education, Regina.
 Pub Date—May 84
 Note—67p.; For related bibliography, see SO 016 775.

Pub Type—Guides - Classroom - Teacher (032)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adolescents, Beliefs, Biblical Literature, *Christianity, Community Role, Course Content, Course Organization, Curriculum Guides, Educational Objectives, *Ethical Instruction, Ethics, Evaluation Methods, Foreign Countries, High Schools, Justice, Learning Activities, Marriage, *Moral Values, Parent Role, Psychological Characteristics, Religion, *Religious Education, School Role, Teacher Role, Teaching Methods

Identifiers—Atheism, Ecumenism, Saskatchewan
 A three-year course of study in Christian ethics for grades 10, 11, and 12 is outlined. The course is intended to help students articulate, reflect upon, and understand what they believe and practice. The guide's introduction discusses the need for Christian development and the role that parents, school, and parish should play in that development. Course objectives are described and the psychological characteristics of the adolescent are discussed. The organization of the course and evaluation techniques are described. The bulk of the guide outlines the major themes of the course: (1) God and man (searching for God, world religions, faith and atheism, and life after death); (2) Christ in scripture (the Gospels, the parables, the beatitudes, the Old Testament, and the Bible); (3) the contemporary Christian community (the church, Christian worship and sacraments, prayer, and everyday ecumenism); and (4) the Christian (Christian morality and conscience, moral problems today, marriage, and social justice). For each theme the guide outlines general and specific objectives, teaching methods, learning activities, and evaluation methods. (RM)

ED 260 988 SO 016 775
Christian Ethics. A Teacher Information Bulletin for Division IV.
 Saskatchewan Dept. of Education, Regina.
 Pub Date—May 84
 Note—32p.; For related curriculum guide, see SO 016 774.
Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Audiovisual Aids, Beliefs, Biblical Literature, *Christianity, *Ethical Instruction, Ethics, Foreign Countries, High Schools, Justice, Marriage, *Moral Values, Reference Materials, Religion, *Religious Education, Resource Materials, Supplementary Reading Materials, Teaching Guides, Textbooks

Identifiers—Atheism, Ecumenism, Saskatchewan
 Listed are print and audiovisual materials that support the "Curriculum Guide for Division IV: Christian Ethics" intended for use in grades 10, 11, and 12. The course is designed to help students articulate, reflect upon, and understand what they believe and practice. Cited in this resource manual are textbooks, teacher's guides, supplementary materials, reference materials, and audio-visual resources. The materials are organized under the headings of the themes found in the curriculum guide: (1) God and Man (Searching for God, Religions of the World, Faith and Atheism, and Life beyond Death); (2) The Christ in Scripture (Jesus of the Gospels; The Parables of Christ; The Beatitudes; God's People in the Old Testament; and Understanding the Bible); (3) The Contemporary Christian Community (The Church, Christian Worship and Sacraments, Prayer in Contemporary Spirituality, and Everyday Ecumenism); (4) The Christian (Christian Morality and Conscience, Moral Problems of Today, Marriage, and Social Justice). The publisher, date, and Canadian distributor is provided for each entry. A publisher/producer/distributor directory is provided. (RM)

ED 260 989 SO 016 776
DeVill, Charles R. Rueff, Joseph A.
Guide to Free and Inexpensive Economic Education Materials. Third Edition.
 Indiana Council for Economic Education.
 Pub Date—85
 Note—47p.; For 1983 and 1984 editions, see ED 231 711 and ED 252 478.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Business, Concept Teaching, *Economics Education, Elementary Secondary Education, Industry, Instructional Materials, Public Agencies, Resource Materials

Identifiers—*Free Materials, *Sponsored Materials
 Intended to help elementary and secondary teachers obtain economics curriculum materials, this publication describes free or inexpensive materials sponsored by business, industry, and government agencies. The listing is selective and includes only those items that were deemed by the authors to be suitable. The kinds of sponsored materials cited include booklets, teacher's guides, pamphlets, films, videocassettes, filmstrips, resource handbooks, journals, media kits, comic books, and transcriptions. Agencies and firms publishing the sponsored materials are listed alphabetically. Information provided for each entry includes the agency or firm address, a description of the sponsored material, and grade level. Although no individual dates are provided for the entries, the authors state in their introduction that the materials chosen for inclusion represent the most current resources available. Also discussed in the publication are additional sources that teachers should consult if they intend to use a full range of free (sponsored) materials. Items are indexed by firm, economic concept, and educational level (elementary only). (RM)

ED 260 990 SO 016 779
Disarmament and Development: Security in an Interdependent World. Briefing 9.
 North-South Inst., Ottawa (Ontario).
 Pub Date—May 85

Note—9p.; For related document, see SO 016 780. Available from: The North-South Institute, 185 Rideau, Ottawa, Canada K1N 5X8 (\$2.00).

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Armed Forces, Developed Nations, *Developing Nations, *Disarmament, Economic Development, *International Relations, *National Defense, *National Security, Nuclear Warfare, World Problems

Identifiers—*Economic Impact, *Interdependence
 Drawing on recent analyses carried out around the world, this paper demonstrates how economic and military insecurity feed on each other in various ways at both national and international levels. Following an introduction, material is presented in three parts: "The Military Sector and the Economy" outlines facts to demonstrate how military consumption of resources that would otherwise be available for economic and social development exacerbates resource-related tensions. Also examined are the hypothesis that military spending is good for the economy, the effect of military spending on inflation, and the economic effects of the arms trade. A second section examines the military's role in governments of developing nations. The third section outlines alternative approaches to security through multilateral initiatives and economic interdependence. (LP)

ED 260 991 SO 016 780
The Mulroney Program and the Third World.
 Review '84, Outlook '85.
 North-South Inst., Ottawa (Ontario).
 Report No.—ISBN-0-920494-48-X
 Pub Date—85

Note—13p.; For related document, see SO 016 779. Available from: The North-South Institute, 185 Rideau, Ottawa, Canada K1N 5X8 (\$2.00 Canadian).

Pub Type—Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Developing Nations, *Economic Development, *Economic Factors, Emergency Programs, Foreign Countries, *Foreign Policy, International Relations, *International Trade, Labor Market, World Problems

Identifiers—Africa, Asia, *Canada, Latin America, Mulroney (Brian)
 A brief report traces some important connections between the central choices facing Canada and the three quarters of the world's population that live in the developing regions of Asia, Africa, and Latin America. Specific aspects of Canadian Prime Minister Brian Mulroney's governmental policy are examined. The following topics are considered: Canadian jobs and the third world export market, the African drought and famine crisis and its lessons

for Canadian aid programs, and Mulroney's foreign policy approach. Special sections provide one page background pieces to help bring the reader up to date on the issues discussed in the body of each section. (LP)

ED 260 992 SO 016 781
Ben-Perez, Miriam Silberstein, Moshe
Is This Curriculum Fit for Teachers?
 Pub Date—85

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Comparative Education, *Curriculum Development, Decision Making, Educational Practices, Educational Research, Elementary Secondary Education, Foreign Countries, *Professional Autonomy, *Program Implementation, Teacher Participation, *Teacher Role

Identifiers—*Israel
 A sample of curriculum projects representing the first generation of new curricula in Israel was analyzed, using an instrument developed to determine the implicit or explicit message regarding the teacher's role in curriculum development and use. Curriculum development in Israel is moving from a centralized approach to greater involvement of teachers in the process. This study was undertaken to raise the sensitivity of curriculum developers and teachers to factors in the curriculum materials that may shape the nature of that interaction. The instrument uses four major categories for analysis: (1) information about developers' considerations and deliberations regarding curricular decisions; (2) expected involvement of teachers as partners in the curriculum enterprise; (3) teachers' professional credibility in the developers' eyes; and (4) teachers' assigned role in instruction. The analysis revealed an image of Israeli teachers as consumers of centrally developed curricula, who are expected to exercise limited autonomy in curriculum implementation, mainly in choice making. The main responsibility assigned to teachers in these projects is to organize instruction so as to achieve curriculum objectives. (RM)

ED 260 993 SO 016 783
Yoho, Frank F.
Effectiveness of Four Concept Teaching Strategies on Social Studies Concept Acquisition and Retention.

Pub Date—Apr 85
 Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches - Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Concept Formation, *Concept Teaching, Educational Research, Females, Grade 9, High Schools, *History Instruction, Males, Reading Ability, *Retention (Psychology), Sex Differences, *Social Studies, Student Characteristics, *Teaching Methods, World History

The findings of this study support the position that well designed and implemented concept lessons are more effective in facilitating concept acquisition and retention than the conventional means of teaching concepts presented in social studies textbooks. Participating in the study were 147 students randomly assigned to a two-day treatment condition within six ninth-grade world history classes. The treatment consisted of four teaching strategies and a control group. Results showed that all four teaching strategies were more effective in presenting concepts to students than the exposure to concepts that students received by only reading their textbook. The strategy that was most effective by far was the one that emphasized prototype formation by focusing on a clear case of the concept being taught and elaborating on that clear case by contrasting it with newly encountered examples. It was also found that more capable readers scored higher than less capable readers, and that males scored higher than females. (RM)

ED 260 994 SO 016 785
Famine in Africa. Hearing before the Committee on Foreign Relations, United States Senate, Ninety-Ninth Congress, First Session.
 Congress of the U. S., Washington, D. C. Senate

ment. (LP)

ED 261 000 SO 016 814

Bain, George W. Bain, Nancy R.
Library Instruction Workbook in Geography.
Ohio Univ., Athens.
Pub Date—85
Note—14p; Prepared in the Department of Geography.

Pub Type—Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Geography, *Geography Instruction, Higher Education, Information Seeking, Instructional Materials, Learning Activities, Library Instruction, *Library Skills, Research Skills, *Resource Materials, Skill Development

A workbook acquaints university undergraduates with the library, the basic reference tools of geographic research, and some of the specialized literature in geography. The first of five sections contains an activity for examining subject headings. Questions focus on using the "International Encyclopedia of Social Sciences," "Library of Congress subject headings," "Books in Print," "Social Sciences Index," and "Geo Abstracts." The activity in section II considers book classification, availability, and information. Students use the online card catalog of the library, the library stacks, and the reference department. In section III, a worksheet acquaints students with keys to periodical literature such as "Ulrich's International Periodicals Directory," "The Encyclopedia of Associations," and "Bibliographic Index." Section IV focuses on government documents and section V on finding sources on specific localities. The activity in section VI challenges students to apply skills they have developed to a topic of their choice. (LP)

ED 261 001 SO 016 820

Art: A Maryland Curricular Framework.
Maryland State Dept. of Education, Baltimore.
Pub Date—84
Note—45p; Some illustrations may not reproduce clearly.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Art Education, Behavioral Objectives, Elementary Secondary Education, *State Curriculum Guides, State Programs
Identifiers—*Maryland

A comprehensive approach to art education is provided in this curricular framework for the state of Maryland. Introductory material includes acknowledgements, a foreword, preface, statement of purpose, and philosophy. A brief overview of four goals for art education is followed by a detailed description of each goal and a statement of three to four subgoals for each. A chart clarifies expectations for each goal and subgoal at three levels of competency. Sample objectives provide examples of ways to incorporate the framework into the local curriculum. A curriculum assessment and development framework is provided as a guide for teachers and specialists. A chart matches a sample local curriculum with the state educational goals. Six appendices provide sample objectives, Maryland competency objectives matched to the art goals, an art curriculum glossary, the members of the art curriculum task force, the art curriculum review panel, and the national review panel. (LP)

ED 261 002 SO 016 821

Classroom Management: Teacher/Assistant
Teacher Staff Development Materials.
Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
Pub Date—Sep 84
Note—148p.

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Classroom Techniques, *Discipline, Elementary Secondary Education, Inservice Education, Instructional Materials, Professional Development, *Staff Development, Teacher Effectiveness, Teacher Improvement

A series of five modules is designed to provide content and structure for staff development in classroom management techniques. Each module contains preview questions, module objectives, a number of instructional activities keyed to stated objectives, and a number of follow-up/review questions and activities. The five module topics are: teacher behaviors and classroom control, planning and classroom management, maintaining positive appropriate behavior, keeping students on task, and alternative methods of punishment. A checklist is

provided to help those observing teachers and assistant teachers. Four appendices contain the following materials: transparency masters and observation sheets for supervisors for modules 1, 2, and 3. (LP)

ED 261 003 SO 016 822

Getzler, Anita, Ed. Kanatani, Kim, Ed.
Poetry in the Gallery: Introducing Poetry through the Visual Arts. A Handbook for Educators.
Los Angeles Municipal Art Gallery, CA.
Pub Date—83

Note—53p; Project partially funded by the Institute of Museum Services.
Available from—Los Angeles Municipal Art Gallery, 4804 Hollywood Boulevard, Los Angeles, CA 90027.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Art Activities, *Art Education, Community Resources, Elementary Education, Instructional Materials, *Integrated Activities, *Interdisciplinary Approach, Learning Activities, *Museums, *Poetry, *Visual Arts

A handbook designed to explain the educational approach and outcomes of a year-long arts program which integrated art gallery tours with poetry writing is divided into four sections. Section 1, "Abstracts of the Evaluation" presents an overview of the philosophy of the program, background and organization, the participatory gallery tour which forms a fundamental part of the program, art in the classroom activities, poetry exercises, project evaluation, and recommendations. Section 2, "Lesson Plans and Related Poetry" contains two classroom art lessons and four gallery poetry lessons as well as sample student poems, all related to the Marvin Harden exhibit. A third section presents additional student poetry inspired by the Frederick S. Wright exhibition, while a final section contains sample student and program evaluation questionnaires. (LP)

SP

ED 261 004 SP 025 723

Powers, P. J.
A Preservice Integrating Inservice Model in Personnel Preparation for Special Education. A Symposium.

Pub Date—Oct 84
Note—24p; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson, Wyoming, October 4-6, 1984).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Mainstreaming, *Physical Education, *Preservice Teacher Education, Rural Schools, *Special Education, *Teacher Education Programs

Identifiers—University of Montana

This paper, from the symposium "A Preservice Integrating Model in Personnel Preparation for Special Education," focuses on the interdisciplinary relationship inherent in Project RISPE (Rural/Remote Interdisciplinary Special Physical Education) and its influence on personnel preparation for special education at the University of Montana. The goal of Project RISPE is to improve collaborative personnel preparation for services to rural early childhood students and to severely/moderately handicapped children in Physical Education by increasing the ability of interdisciplinarily trained Physical Educators and Special Educators to effectively contribute to the education of handicapped children and youth. A conceptual and procedural overview is given of activities related to interagency collaboration and subsequent design of research processes intended to increase quality and quantity of trained physical and special educators in rural education agencies. (DF)

ED 261 005 SP 025 923

Sheffield, Emily A. And Others
Health Status and Leisure Behavior of Sexual Assault Victims: Educational Opportunities for Health and Leisure Professionals.

Pub Date—Jan 85
Note—14p; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 31-February 2, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disease Incidence, *Leisure Time, Life Style, *Rape, *Victims of Crime

The health status and leisure behavior of victims of sexual assault were studied. Data concerning present illness symptoms, past illness symptoms, negative health behavior, family health history, and female reproductive physiology illness symptoms were obtained and analyzed. Sexual assault victims were similar to nonvictims demographically except that victims had more children and visited their doctors more frequently. Victims also suffered more illness symptoms, including asthma, severe colds, and stiff muscles and joints. Victims also had more negative health behaviors, such as lack of exercise, smoking, and alcohol excess, and more female reproductive illness symptoms, such as dysmenorrhea. No difference was found between victims and nonvictims regarding family health history and past illness symptoms. An association between leisure behavior and degree of reorganization or disorganization exhibited by the victim was discovered. Leisure behavior appears to play a part in successful reorganization of assault victims. (CB)

ED 261 006 SP 026 036

Creek, Roy J. Vollmer, Marian L.
The Educational Internship: A Teacher Training Model for the Nineties.

Pub Date—[84]
Note—18p.

Pub Type—Reports - Descriptive (141) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Graduate Study, Higher Education, Masters Degrees, *Teacher Education, *Teacher Interns

Identifiers—Master of Arts in Teaching Program PA, *University of Pittsburgh PA

The effects of a teaching program internship on selected personal and professional characteristics of teacher interns were studied. The Master of Arts in Teaching (MAT) Program is a graduate internship built upon an extended practical experience in the laboratory school at the University of Pittsburgh. MAT is a competency based program designed for college graduates with degrees in liberal arts, education, or other professional fields. The program focuses on development of teaching skills for successful classroom experiences. Major components of the program are basic studies, research knowledge, and professional education. Performance competencies of interns in the MAT program were assessed through their supervisors' responses to the Teacher Assessment Instruments. Students in the MAT program scored significantly higher in two of the three areas tested, namely, teaching plans and materials and classroom procedures. The students' scores in the third area, interpersonal skills, were high before they entered the MAT program, and scores in this area did not significantly increase after internship. Scores and other data are displayed in a series of appended figures. (CB)

ED 261 007 SP 026 048

Ekpunobi, Emmanuel C. Ekpunobi, Dolly Chinwe
Supervisory Procedures and Methods of Programme Improvement in Nigeria.

Pub Date—[84]
Note—22p.

Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, *Instructional Improvement, *School Supervision, *Supervisory Methods, Teacher Supervision
Identifiers—*Nigeria

While the teacher is recognized as the primary force in the improvement of educational programs, supervision should go beyond focusing on teachers to focusing on the entire instructional program, which includes the subject, materials, facilities, students, teachers, and aides. There are several routes through which supervision can be approached—experienced teachers, ministry of education officials, teacher self-evaluation, evaluation through students, and the supervisory team. Major supervisory activities center around observation and provision of feedback before, during, and after observation. Skill and attitudes needed for effective supervision include acceptance, sincerity, rapport building, listening, constructive criticism, and reinforcing. Supervision should result in a resolution or course of action designed to improve an aspect of the instructional

tional program. (CB)

ED 261 008

SP 026 101

Sutherland, Mary Fasko, Daniel
Competencies of Florida Health Educators by
Settings of Practice.

Pub Date—[82]

Note—14p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bachelors Degrees, *Career Choice,
Health Education, *Health Personnel, Higher Edu-
cation, *Masters Degrees

Identifiers—Florida

This study was designed to identify the specific competencies desired of Florida's bachelor level and master's level health educators as indicated by health educators practicing in the settings of community agency, public health, schools, and higher education. A valid instrument was used by 136 respondents to measure the importance of 135 competencies on a five-point scale. Results of the data analysis indicated: (1) Bachelor level health educators provide direct client services whereas Master's level health educators are primarily administrators and/or evaluators; and, (2) The importance of various health education competencies varies by practice settings, e.g., school health educators require more health content. A need exists for health education professional preparation programs to fully examine requirements in order to determine if a reality-oriented health educator is the end product. (Author)

ED 261 009

SP 026 127

District of Columbia Public Schools. Data Re-
source Book School Year 1984-1985.

District of Columbia Public Schools, Washington,
DC. Div. of Quality Assurance.

Pub Date—Feb 85

Note—39p.

Pub Type—Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Average Daily
Membership, Educational Finance, Elementary
Secondary Education, *Enrollment, *Public
Schools, Racial Distribution, School Administra-
tion, *School Demography, *School Statistics,
Special Education

Identifiers—District of Columbia Public Schools

This resource book was designed to provide school staff and the community with a source of information about the District of Columbia public schools. The following data are provided for the school year 1984-85: (1) Board of Education, central administration, and regional offices; (2) student membership; (3) student membership by race; (4) student membership by regions and levels; (5) adult and continuing education; (6) graduates; (7) non-public and public school enrollment; (8) special education; (9) student assessment; (10) food services; (11) school calendar for 1984-1985; (12) budget; (13) federal grants; (14) staffing; (15) number of schools and instructional programs; and (16) alphabetical listing and regional designation of the public schools. (JD)

ED 261 010

SP 026 133

Williams, David D. And Others
Understanding Problems Faced by First Year
Teachers. A Naturalistic Study.

Pub Date—1 Apr 85

Note—25p.; Paper presented at the Annual Meeting
of the American Educational Research Associa-
tion (69th, Chicago, IL, March 31-April 4,
1985).

Pub Type—Speeches/Meeting Papers (150) — Re-
ports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Coping, Science
Teachers, *Teacher Attitudes, *Teacher Be-
havior, Teaching Experience

This presentation briefly reviews literature on first year teachers, summarizes findings from naturalistic research conducted in a first year teacher's classroom, and identifies implications for the preparation of teachers. Research studies indicate a need for more rich descriptions of teaching experiences to identify problem areas and to assess what it is like for teachers experiencing and resolving problems. The experiences of particular seventh-grade science teacher are described, with focus on the teacher's expectations of students, or herself and of problems, her use of humor as a coping mechanism, her expectations of feedback and evaluation, and her fear of developing an attitude of cynicism. Issues raised

from the teacher's experience concerned preparing teachers for the realities of teaching, providing a nondidactic learning experience for teachers, and training teachers to use evaluation techniques and opportunities, including self-evaluation. (CB)

ED 261 011

SP 026 177

Deering, Rosemarie J. Hohn, Robert L.
Beyond the Mandate: The Professional Imperative
in Kansas.

Pub Date—28 Feb 85

Note—21p.; Paper presented at the Annual Meeting
of the American Association of Colleges for
Teacher Education (Denver, CO, February
27-March 2, 1985).

Pub Type—Speeches/Meeting Papers (150) — Re-
ports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Demon-
stration Programs, Higher Education, Main-
streaming, *Preservice Teacher Education, *State
Programs, *Teacher Education Curriculum
Identifiers—*Deans Grant Project, Kansas

Kansas Institutions of Higher Education (KIHE) is a program which disseminates information, processes and procedures relating to personal, attitudinal, and organizational change from a single Dean's Grant Project at Kansas University to all the teacher education programs in Kansas. The program focused on preparing teacher-trainees to educate exceptional children in regular classrooms. This demonstration project trains chief academic officers to initiate curriculum revision in teacher education at the smaller institutions. KIHE has four goals: (1) to acquaint chief academic officers with the need for curricular revision in teacher education; (2) to develop, use, and evaluate training materials to assist faculty in revising curricula; (3) to implement and evaluate a statewide delivery system in which faculty representatives provide local training for curriculum revision; and (4) to document the effectiveness of this approach and disseminate these practices for nationwide use. The progress of this ongoing project is discussed, and examples are given of changes which have already taken place as a result of the project. (CB)

ED 261 012

SP 026 189

Stambler, Moses
A Review of Literature on Coping with Teenage
Pregnancy in the Community.

Pub Date—15 May 85

Note—40p.; Background paper for the Conference
on Teenage Pregnancy in the Community (New
Haven, CT, May 15, 1985).

Pub Type—Speeches/Meeting Papers (150) — In-
formation Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Early Parenthood,
*Family Programs, *Pregnant Students, Second-
ary Education, Sex Education, Youth Problems
Identifiers—Connecticut

Literature concerning problems that result from teenage pregnancy is synthesized and reviewed. The first section briefly compares rates of pregnancy among adolescents in the United States against those of other countries. This comparison is discussed in greater detail in the second section, which focuses on pregnancy rates in Connecticut and the United States in general. Causes and associated factors of teenage pregnancy are discussed in the fourth section. The stages include: prevention, treatment, and rehabilitation. Programs which attempt to provide these opportunities are described. Forty-eight references are cited in the bibliography. (CB)

ED 261 013

SP 026 199

Prospects for a Healthier America: Achieving the
Nation's Health Promotion Objectives. Proceed-
ings (Washington, D.C., February 6-7, 1984).

Public Health Service (DHS), Rockville, MD. Of-
fice of Disease Prevention and Health Promotion.
Pub Date—Nov 84

Note—92p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Objectives, *Health Ed-
ucation, *Health Needs, Public Health
Identifiers—Health Promotion

This document contains the proceedings of a two-day meeting sponsored by the Public Health Service of the U.S. Department of Health and Human Services. Representatives from more than 60 national groups from the public and private sectors participated in discussions of health promotion ob-

jectives for the nation and formulated recommendations on how to achieve those objectives. The background papers and recommendations highlight health promotion in health care settings, worksite wellness, involvement of schools in the national strategy in improving the health of Americans, and the role of voluntary organizations in health promotion. (BA)

ED 261 014

SP 026 211

Amundson, Kristen J.
Performing Together: The Arts and Education.

Alliance for Arts Education, Washington, D.C.;
American Association of School Administrators,
Arlington, Va.; John F. Kennedy Center for the
Performing Arts, Washington, D.C.

Pub Date—85

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Appreciation, *Art Education,
Elementary Secondary Education, Evaluation
Criteria, *Fine Arts, *Interdisciplinary Approach

This booklet, written for parents and other citizens concerned about education, discusses some of the reasons why the arts are—and should be—a part of every student's basic education. Seven reasons are listed and discussed: arts as communication; arts and creativity; arts and understanding human civilization; arts and learning other subjects; arts and discipline; arts and preparation for adult life; and arts and artistic judgment. Elements of an outstanding arts program are described. A list of questions is included for evaluating school arts programs. Suggestions are presented for getting involved in school arts programs. (CB)

ED 261 015

SP 026 224

Tuckman, Bruce Wayne
Evaluating Instructional Programs. Second Edi-
tion.

Report No.—ISBN-0-205-08356-0

Pub Date—85

Note—292p.

Available from—Allyn and Bacon, Inc., Rockleigh,
NJ 07647 (\$27.95).

Pub Type—Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education,
*Evaluation Methods, Formative Evaluation,
Higher Education, *Program Evaluation, Summa-
tive Evaluation

Identifiers—Evaluation Problems

This book details a total approach to writing objectives, designing measuring instruments, performing objective comparisons, and avoiding pitfalls in conducting three types of instructional program evaluations. Chapters discuss issues, problems, and solutions in the following sequence: (1) an overview of instructional program evaluation; (2) defining the quality of instructional programs; (3) program components: outcomes, inputs, process; (4) different kinds of evaluation design; (5) specifying and auditing outcomes; (6) surveying the inputs and processes from the classroom; (7) assessing the type of teaching; (8) evaluating the quality of criterion-referenced tests; (9) operational guidelines for doing formative evaluation; (10) operational guidelines for doing summative evaluation; (11) operational guidelines for doing ex post facto evaluation; (12) qualitative/case study evaluation; and (13) issues and advice. The appendixes include four case studies of formative evaluation, summative evaluation, ex post facto evaluation, and qualitative evaluation. (JD)

ED 261 016

SP 026 229

Securro, Samuel, Jr. Owen, Isaiah
Student Perception of Early Field Experience
Components, Teacher Education Program, West
Virginia State College.

Pub Date—Oct 82

Note—9p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Field Experience Programs, Higher
Education, *Preservice Teacher Education, *Student
Teacher Attitudes

Identifiers—*Early Field Experience, *Teacher
Candidates

An 18-item questionnaire, responded to by 50 teacher education students, sought information on the impact of early field experiences on teacher candidates and on the early professional growth opportunities provided by these field experiences. Students perceived their involvement in such expe-

riences as beneficial and valuable, although they were not overly aware of the purposes and goals of early field experiences. Contributions to professional development included observation of teaching styles, methods, and skills; development of rapport with learners and teachers; and awareness of learners' individual differences. Students were satisfied with the support and assistance provided them by college supervisors. Exposure to a wide range of professional practice depended on the setting of the field experience. There were no opportunities for interacting with school administrators or working with more than one teacher. (CB)

ED 261 017 SP 026 233

Larkin, Anthony I. Kees, John P.
The Class Size Question: A Study at Different Levels of Analysis. ACER Research Monograph No. 26.

Australian Council for Educational Research, Hawthorn.

Report No.—ISBN-0-85563-390-5

Pub Date—84

Note—125p.

Available from—Australian Council for Educational Research, P.O. Box 210, Hawthorn, Victoria (39.00).

Pub Type—Information Analyses (070)—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.
Descriptors—Ability Grouping, *Academic Achievement, *Class Size, Elementary Secondary Education, Student Attitudes, *Teacher Student Ratio, *Teaching Methods

The purpose of this investigation was to examine the ways in which class size affected other facets of the educational environment of the classroom. The study focused on the commonly found positive relationship between class size and achievement. The most plausible explanation of the evidence seems to involve the effects of grouping more able students in larger classes, but the findings also indicated achievement gains beyond those expected solely from a consideration of differences in achievement levels. It is clear that an increased understanding of these features of the classroom is a necessary step towards sorting out the relationships between class size, teacher activities and student motivation, all of which appear as central themes in the class size question. (JD)

ED 261 018 SP 026 235

Daily Physical Education Study. Interim Report. Metropolitan Separate School Board, Toronto (Ontario).

Pub Date—Dec 84

Note—150p.

Pub Type—Reports—Descriptive (141)—Numerical/Quantitative Data (110)—Tests/Questionnaires (160)

EDRS Price—MF01/PC06 Plus Postage.
Descriptors—Academic Achievement, Catholic Schools, Elementary Education, Foreign Countries, *Participant Satisfaction, *Physical Education, *Program Evaluation, *Program Implementation, Student Attitudes, *Teacher Attitudes

Identifiers—Ontario (Toronto)

A report is given of a pilot project intended to develop, implement, and maintain a daily program of physical activity in kindergarten through grade eight in nine elementary Catholic schools of varying size, pupil composition, and facilities. Information is provided on the methodology of program implementation, pilot school selection criteria, and duration of the program (March 1983 through June 1985). Tables are used to convey facts about the development of the program in each of the pilot schools, as well as its implementation, and the participation of students in various activities. A general discussion of the program indicates that it was well received by students, teachers, and parents. Suggestions are made on how the program may be improved, mainly in the areas of staffing and funding. Extensive appendices provide monitoring forms and survey results. (JD)

ED 261 019 SP 026 260

European Anti-Doping Charter for Sport. Recommendation No. R(84)19 Adopted by the Committee of Ministers of the Council of Europe on September 25, 1984 and Explanatory Memorandum.

Council of Europe, Strasbourg (France).

Report No.—ISBN-92-871-0387-9

Pub Date—85

Note—39p.

Pub Type—Guides—Non-Classroom (055)—Legal/Legislative/Regulatory Materials (090)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Athletes, Drug Abuse, *Drug Legislation, Foreign Countries, *Government Role, *Illegal Drug Use, *International Cooperation, Social Responsibility

Identifiers—Olympic Games

Effective action against doping in competitive sports requires cooperative action, not only between governments and non-governmental organizations, but also internationally. Guidelines are set forth for actions to be taken to prevent the use of drugs by athletes. Part 1 delineates measures to be taken by governments. These include legislative and/or other measures, establishing laboratories and encouraging research, developing educational programs, and providing subsidies for dope controls. In part 2, recommendations are made on measures to be taken by sports organizations. These include unified enforcement of regulations, using dope control facilities, and reinforcement of eligibility provisions, penalties, and qualifying standards. Appended are statements on: (1) standards for dope control laboratories; (2) the dangers of doping; (3) formation of standardized international regulations; (4) procedures for carrying out doping controls; and (5) responsibilities in dealing with positive laboratory test results. (JD)

ED 261 020 SP 026 296

The Initiation to Teaching Project.

Alberta Dept. of Education, Edmonton.

Pub Date—85

Note—10p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Beginning Teachers, Foreign Countries, Higher Education, *Inservice Teacher Education, *Program Design, *Teacher Orientation

Identifiers—Alberta, *Beginning Teacher Induction

The Initiation to Teaching project, designed by the Alberta (Canada) Ministry of Education, provides continued professional training to graduates of schools of education. The project's internship environment facilitates the transition from student to professional teacher. The project allows for: (1) refinement of teaching skills; (2) development of professional relationships; (3) assessment of the intern's suitability for placement; (4) assessment of the effectiveness of the internship; and (5) further development of the professional skills of supervising teachers. Conditions, principles, guidelines, and procedures of the project are discussed. A brochure included with the report supplies information on the project's purpose and funding, eligibility requirements, and sources of information. (CB)

ED 261 021 SP 026 297

Levin, James And Others

Critical Experiences in Student Teaching: Effects on Career Choice and Implications for Program Modification.

Pub Date—85

Note—30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Career Choice, Higher Education, Preservice Teacher Education, *Student Teacher Attitudes, *Student Teachers, Student Teaching, *Teacher Motivation, Teacher Student Relationship, Teaching (Occupation)

Student teachers from Pennsylvania State University described experiences which supported or reduced their motivation to pursue teaching as a career. Data were collected from students who had successfully completed an 11 week full-time student teaching experience. The sample included 77 elementary, 92 secondary, and 28 special education student teachers. Most student teachers provided multiple comments regarding positive and negative experiences, resulting in 956 examples. Of these, there were 557 positive responses and 399 negative comments. Most positive responses came in the category of "individual interaction between teachers and student teachers," followed, in descending order, by "student feedback to teacher," "pedagogy," "achievement," and "teacher interaction with students." Categories with the most negative responses were "student behavior," "behavior management,"

"professional behaviors/attitudes outside the classroom," and "parents/community expectations/attitudes." Tables display percentages and ranks of positive and negative responses, and samples of comments in each of the categories are included. (CB)

ED 261 022 SP 026 301

Marginson, Simon

Browne and Foster's "Sociology of Education."

AFT Research Notes, Number 6.

Australian Teachers' Federation, Canberra.

Pub Date—30 Apr 85

Note—26p.

Pub Type—Collected Works—Serials (022)—Opinion Papers (120)—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Educational Sociology, *Educational Theories, Higher Education, Outcomes of Education, Political Socialization, *Social Change, *Social Science Research, *Teacher Education

This paper reviews the book "Sociology of Education" (Browne and Foster, editors). The paper begins with the observation that the study of the sociology of education is an important part of teacher training, but is often forgotten after graduation in the first year of classroom experience. Problems which impede the incorporation of educational sociology into teacher preparation and development are sketched, after which the book is reviewed under the heading of: (1) effects of education; (2) the role of sociology of education; (3) limitations of conservative sociology; (4) status equality in the "old" sociology of education; (5) the transition from "old" to "new" sociology; (6) problems of the "new" sociology of education; (7) policy implications; (8) the need for a theory of education; (9) public and private schooling; and (10) sexism in education. The review also examines areas in this field which are not covered in the book. (CB)

ED 261 023 SP 026 304

The Proceedings of the National Federation's

Annual National Conference of High School

Directors of Athletics (15th, Milwaukee, Wisconsin, December 9-12, 1984).

National Federation of State High School Associations, Kansas City, Mo.

Pub Date—Dec 84

Note—101p.

Pub Type—Collected Works—Proceedings (021)—Reference Materials—Bibliographies (131)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—*Athletic Coaches, *Athletics, Legal Responsibility, *Noninstructional Responsibility, Secondary Education, Teacher Behavior, Teacher Burnout

Identifiers—*Athletic Directors

This document contains abstracts of 37 presentations made on the topics of: professional criticism; athletic directors; public relations; cheerleading; evaluation of coaches; risks and participation forms; noncertified coaches; nonteaching coaches; coach burnout; salaries and merit pay for coaches; conduct standards; financial matters; and building school spirit. Authors of presentations, athletic administrators from high schools, were: (1) D. Carr; (2) J.A. Sparks; (3) L. Burkett; (4) D. Karlgard; (5) P. McLaughlin; (6) G. Hendren; (7) D. Cox; (8) B. Pearce; (9) H. Greer; (10) B. Watt; (11) B. Whitehead; (12) L. Pence; (13) C. Wehmann; (14) K. Hand; (15) D. Hardy; (16) J. Steinberg; (17) J. Miller; (18) R. Park; (19) B. Jensen; (20) T. Janssen; (21) J. Dakeleman; (22) L. Ahlbrand; (23) T. Griffin; (24) E. Matthews; (25) V. Meyer; (26) R. Stokli; (27) B. McCoy; (28) C. Herman; (29) G. White; (30) J. Czanko; (31) A. Mallards; (32) G. Long; (33) T. Bryan; (34) B. Kosowser; (35) F. Smith; (36) N. McCauley; and (37) J. Bartlett. (CB)

ED 261 024 SP 026 343

Gardner, Eileen M., Ed.

A New Agenda For Education. Critical Issues.

Heritage Foundation, Washington, D.C.

Report No.—ISBN-0-89195-037-0

Pub Date—85

Note—95p.

Pub Type—Opinion Papers (120)—Collected Works—General (020)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Conservation, *Educational Change, Educational Legislation, Educational Quality, Elementary Secondary Education, *Government Role, Higher Education, *Political

Issues, *Social Values, Teaching (Occupation)

The recurring theme of this volume is that centralized control of education has failed and control of education should be returned to parents and the local community. Five papers are presented that clarify the conservative stance on public education and describe specific measures that could replace liberal concepts and programs: (1) "The Demise of the Teaching Profession" (Annette Kirk and Russell Kirk); (2) "Public and Private Schools" (K. Alan Snyder); (3) "The Growth of the Federal Role in Education" (Eileen M. Gardner); (4) "Higher Education Today" (Philip F. Lawler); and (5) "The Courts and Education" (Thomas R. Asch). In a summary of the ideas set forth in these papers, a new agenda for education is proposed. Among the recommendations made are: accrediting Master Teachers to foster quality teaching, restoring educational choice to parents through tuition tax credits, establishing English as the sole teaching language, and allowing parents to deduct tuition from their taxes. All contributors recommend the elimination of centralization of educational direction at the federal level where, it is maintained, it falls into the hands of special interest groups and loses its ability to adapt to the diverse schooling needs of local communities throughout the United States. (JD)

ED 261 025 SP 026 356

Lesley, Thomas J.

Classroom Management: Perspectives for the Preservice Teacher.

Pub Date—May 85

Note—17p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Discipline, Higher Education, Preservice Teacher Education, *Teacher Education Curriculum, Teacher Role

One of the most vexing problems confronting today's prospective teachers is pupil management or discipline. There are many different opinions regarding what preservice teachers should reasonably be expected to know and minimum conditions they should establish for classroom management. However, two outcomes of teacher preparation appear essential. First, the teacher education curriculum should include the teaching of disciplining methods, with focus on keeping students on-task. Second, prospective teachers should be taught to help students learn a repertoire of positive problem solving strategies geared to the appropriate grade level. To be able to achieve these outcomes, prospective teachers must know how to reach three specific objectives: (1) foster student involvement; (2) focus student attention on learning; and (3) serve as positive role models. Although teachers should work toward dealing with behavioral problems to foster growth toward self-discipline, teachers must also realize that misbehavior is a part of classroom life. (CB)

ED 261 026 SP 026 359

Denton, Jon J.

Empirical, Experiential, and Theoretical Perspectives Affecting the Development of a Content Structure of Pedagogy.

Pub Date—85

Note—18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 31-February 2, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Instructional Development, *Preservice Teacher Education, Program Content, *Teacher Education Programs

Three bases or decision-rules for selecting and organizing content for teacher preparation programs are discussed. In order to be considered as viable content for a teacher preparation program, the concept, principle, or process must be: (1) related to student growth; (2) a necessary curricular component; and (3) logically explained by a theory of social science. Examples are presented to illustrate the nature of content resulting from each decision-rule. The three rules are neither exhaustive nor exclusive, each having topics overlapping into the other areas; this overlap is logical given the interaction of theory and empirical evidence used in the processes. A consolidation of the three bases represents the most desired content structure of pedagogy. (CB)

ED 261 027 SP 026 389

Pigge, Fred L.

The Follow-up of a Sample of the 1976-80 Advanced Graduates. College of Education, Bowling Green State University. A Report Presented to the Faculty of the Advanced Programs.

Bowling Green State Univ., Ohio. Coll. of Education.

Pub Date—Jan 82

Note—251p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Career Development, *Followup Studies, Graduate Students, *Graduate Surveys, Higher Education, Preservice Teacher Education, *Program Attitudes, *Program Evaluation, *Teacher Education Programs

Identifiers—*Bowling Green State University OH
Periodic follow-up evaluative studies are conducted on basic and advanced teacher education graduates of Bowling Green State University (Ohio). These studies are made to elicit input from graduates regarding the programs they recently completed, and to evaluate their success in the educational careers for which they were prepared. Data is also gathered by the surveys to respond to demands by various accrediting agencies. One set of questions was sent to a large sample of the graduates of advanced programs who received their degrees between 1976 and 1980. These questions gathered the graduates' evaluations of the programs they completed at the school. A second questionnaire, addressed to the same population, collected data regarding on-the-job effectiveness of the advanced graduates. Responses to both sets of questions are presented in tables, and analyses of the responses are provided. Copies of the questionnaires are appended. (JD)

ED 261 028 SP 026 392

Koehler, Robert

Patriotism or Nationalism as a Value of Athletics.

Pub Date—[84]

Note—16p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Athletes, Athletic Coaches, Higher Education, *Participant Satisfaction, *Patriotism, Student Attitudes, Teacher Role

Research was conducted to determine if 271 college students who identified with patriotism perceived those feelings to be the result of their experiences with athletics. Also investigated were beliefs of the athletic coach's role in the formation of patriotic feelings. A Likert-type survey instrument with 25 items was used to gain responses regarding patriotism, the Olympics, the purpose of athletics, and the effects of televising the Olympics. Respondents were grouped according to their experience in athletics: athletes (213); spectator-athletes (32); and spectators (26). Respondents identified with patriotism, regardless of how the concept was defined. Respondents also felt that nationalism or patriotism should be a concern of athletic coaches, although they did not feel that coaches' efforts in that area were significant in shaping the patriotic feelings. Responses are displayed. (CB)

ED 261 029 SP 026 415

Improving Teacher Education: An Agenda for Higher Education and the Schools. A Report to The Southern Regional Education Board by Its Commission for Educational Quality.

Southern Regional Education Board, Atlanta, Ga.

Pub Date—85

Note—18p.; Document contains colored print on colored paper.

Available from—Southern Regional Education Board, 1340 Spring Street, N. W., Atlanta, GA 30309 (\$3.50).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, *Core Curriculum, Course Content, Higher Education, Preservice Teacher Education, *Program Improvement, *Teacher Education Curriculum, *Teacher Education Programs

This agenda is based upon a detailed analysis of the actual courses teachers take in their baccalaureate programs. A course by course analysis was made of the programs that were completed by more than 3,000 teacher education graduates in 14 Southern states. Recommendations are made on: (1) student recruitment and admissions; (2) core curriculum or general education; (3) content preparation for both elementary and secondary teachers; (4) reorganiza-

tion of the pedagogy curriculum; (5) structural changes in teacher education programs; (6) alternate certification programs; and (7) recruitment of minority teachers. (JD)

ED 261 030 SP 026 444

Berry, Barnett And Others

The Qualitative Critique of Teacher Labor Market Studies.

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[85]

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—School Demography, *Teacher Attitudes, *Teacher Employment, Teacher Persistence, *Teacher Supply and Demand, Teaching (Occupation), Teaching Conditions

The dynamics of the teacher labor market were examined, focusing upon the problems of which teachers leave the profession, why they leave, where they go, and what it would take to retain them as public school teachers. In-depth case studies were made of six universities and six school districts. Data were collected by interviews (n=180) with deans, professors, placement officers, education students, administrators, principals, and teachers in the school systems. The study highlighted the fact that the present teacher labor market remedies such as career ladders and incentive pay plans do not address the significant variables of: (1) teacher recruiting methods by school systems and universities; (2) mobility patterns of teachers; (3) characteristics of teachers sought by school systems; (4) expectations, life styles, and attrition of teachers; (5) working conditions in the schools; and (6) teacher role-modeling for public school students. It is pointed out that school systems vary widely in the needs of their students and what they expect of teachers. Differences between rural and urban school systems are noted, and policy recommendations are made for recruiting and holding teachers suitable to the needs and expectations of school systems. (JD)

ED 261 031 SP 026 450

Skipper, Charles E.

Instructional Methods and Course Goals Preferred by Preservice Elementary and Secondary Teachers.

Pub Date—85

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Education Majors, Elementary School Teachers, Higher Education, *Learning Strategies, *Preservice Teacher Education, Secondary School Teachers, *Student Attitudes, Teacher Education Programs, *Teaching Methods

This study sought to determine differences between elementary and secondary preservice teachers in their preference for various instructional methods and goals in their professional education courses. Subjects were 129 elementary and 110 secondary students enrolled in a course required for teacher certification and usually the last course taken before student teaching. To measure preference toward instructional methods, the participants responded to 16 items which called for the expression of attitudes toward professor and student behavior in lecture, group discussion, individual oral reports, case studies, panel discussion, and various audio-visual aids. To determine preference for course goals, six goals were specified—learning facts, developing oral expression, developing library research skills, developing thinking skills, presenting and defending ideas in class, and developing independent learners. Five general statements were also presented concerning the value of quizzes, the importance of course organization, the importance of the professor's learning student names, the use of essay tests and the value of gearing the course to only the brightest students. Results showed that elementary teachers had statistically different preferences in five teaching methods, one course goal, and one organizational concept. They preferred to learn in a group and did not favor individual oral presentations. They also preferred classes to be well organized and kept on schedule, and believed the most important goal of a college class to be the develop-

ment of independent learners. It is suggested that the college teacher can provide a variety of learning activities that will increase student interest and motivation while serving as a model of a caring teacher. Interested in the preferences both of the group and the individual. (JD)

ED 261 032 SP 026 468 Teenage Health Teaching Modules. A Guide for Trainers.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—Aug 83

Contract—200-79-0922

Note—103p; For other modules in series, see SP 026 468-483.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescent Development, *Adolescents, *Cognitive Development, *Developmental Stages, *Health Education, *Individual Characteristics, *Learning Modules, *Secondary Education, *Training Objectives, *Workshops

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This guide, for trainers conducting workshops to train teachers and other health professionals who will be implementing THTM programs, is organized into four parts. The first part answers basic questions about the THTM program: what it is, what it includes, who supports it, how it can be purchased. The second part suggests how to prepare for the workshop, who to invite, and where to meet. The substance of the training session is then provided and activities of a two-day agenda are spelled out in detail. Suggestions are included for expanding the workshop beyond two days or abbreviating the agenda, and for following up on the training session. Opportunities for informing/involving parents and community members are also suggested. It is suggested that this training guide be used in conjunction with "Health is Basic: An Introduction to the THTM Program for Teachers and Students." (JD)

ED 261 033 SP 026 469 Health is Basic: An Introduction to the THTM Program for Teachers and Students. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—83p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescent Development, *Adolescents, *Class Activities, *Educational Objectives, *Health Education, *Learning Modules, *Secondary Education

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module provides complementary details on the substance of the THTM program. Specifically, it contains the THTM program framework and overall conceptual orientation, the goals and philosophy of the program, an overview of module content and teaching strategies, and introductory activities for students. These activities include suggested discussions on the topics of health, the process of making health decisions and performing health tasks, and the general organization of the THTM modules. It is suggested that this module be used in conjunction with the THTM training guide. (JD)

ED 261 034 SP 026 470 Understanding Growth and Development. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—96p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescent Development, *Adolescents, *Cognitive Development, *Developmental Stages, *Health Education, *Individual Characteristics, *Learning Modules, *Secondary Education

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module presents a discussion on the special physical and mental characteristics of adolescents. Six group activities are outlined: (1) physical growth and development in adolescence; (2) questions most frequently asked by teen-agers about puberty and development; (3) appreciating and taking responsibility for the body; (4) self-monitoring for good health; (5) the development of thinking abilities in adolescence; and (6) the developmental tasks of adolescence. A listing of other programs and resource materials is included. (JD)

ED 261 035 SP 026 471 Being Fit. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—64p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescent Development, *Adolescents, *Health Education, *Physical Activities, *Physical Fitness, *Physical Education, *Student Motivation

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module provides information on the many physical and psychological benefits of being fit. It is designed to help students develop individualized exercise programs and engage in exercise programs that can be maintained. Six class activities are presented: (1) identifying reasons for being active; (2) determining individual fitness, based on recovery heart rate; (3) introducing concepts of aerobic fitness, Target Zone, and injury prevention; (4) analyzing one's own and others' lifestyle as a determinant of fitness activities; (5) establishing a realistic exercise plan; and (6) identifying community resources that encourage fitness. (JD)

ED 261 036 SP 026 472 Communicating in Families. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—86p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescent Development, *Adolescents, *Conflict Resolution, *Family Relationship, *Health Education, *Interpersonal Communication, *Learning Modules, *Parent Child Relationship, *Secondary Education

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health ad-

vocacy, and self-management. This module indicates ways in which early adolescents can develop skills in communicating their new adolescent feelings and fears to their families, can recognize and appreciate their new competence in enhancing their self-esteem, can demonstrate to their families their ability to handle situations increasingly well and more consciously, can learn to appreciate their families, and can turn their competency toward positive family experiences. These skills are included in eight activities (one optional) in which students: (1) observe and discuss family configurations and roles of family members; (2) use photographs to analyze family situations; (3) investigate how moods affect behavior and behavior affects others; (4) learn and practice new communications skills; (5) role play communication between adolescents and adults over issues of real concern; (6) learn and practice systematic problem solving; (7) assess development and competency; and (8) plan a health oriented family activity. Guidelines are presented for discussion group topics on familial relationships. (JD)

ED 261 037 SP 026 473 Promoting Health in Families. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—119p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adolescent Development, *Family Health, *Family Life Education, *Health Education, *Learning Modules, *Parent Child Relationship, *Secondary Education

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module is designed to help the classroom teacher introduce health-promoting knowledge, attitudes, and behaviors that will help adolescents to help themselves and other family members develop positive health practices. The module focuses on certain health practices that can promote good health at every stage in the life cycle. Students become engaged in dealing with their own health behaviors and those of their friends. They learn about their own health backgrounds. They become aware of the care and protection that is important in the childhood years, and learn how they can contribute to the health of other family members. In eight activities, the student: (1) studies the "We Are a Family" poster; (2) examines health concerns of adolescents and makes a plan for his/her own concern; (3) plans and pledges help for a friend's safety; (4) identifies health practices related to child bearing; (5) learns child health and safety; (6) learns of midlife health risks; (7) learns how to promote health in later years; and (8) plans and execute a group activity for health and fitness. An attached booklet provides a format for keeping a record of personal health and development for oneself and for close family members. The student using it is encouraged to maintain it and add new information as individual life style changes. (JD)

ED 261 038 SP 026 474 Having Friends. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—125p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Adolescent Development, *Friendship, *Health Education, *Learning Modules, *Peer Relationship, *Personality Traits, *Secondary Education, *Self Concept, *Social Development

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM)

program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. The central goal of this module is to encourage responsible teenagers to welcome and support one another, outwardly as well as inwardly, instead of assuming that everyone else subscribes to ideals of conformity and intolerance. It is based on the assumption that most young people seek and respect qualities in their friends conducive to good relationships and healthy choices. The teacher's principal role is to help students say and hear what they want from one another as friends, and to help them practice giving and receiving friendship. Guidelines are offered for group discussions and role-playing in 10 activities in the following areas: (1) kinds of relationships and their influence on health decisions; (2) popularity; (3) intolerance; (4) speaking up on health-related beliefs; (5) feelings, attitudes, and coping strategies related to shyness; (6) loneliness; (7) promoting friendship; (8) desirable qualities in friends, dates, and future spouses; (9) making decisions in interpersonal situations; and (10) summary and evaluation of key concepts. (JD)

ED 261 039 SP 026 475
Living With Feelings. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—62p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescents, *Emotional Adjustment, *Health Education, *Interpersonal Competence, *Psychological Needs, *Secondary Education, *Self Actualization, *Self Concept
Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. The major goals of this module are to promote feelings of self-acceptance in adolescent youths, to develop skills in coping with emotions, and to learn to relate to the feelings of others. Five class activities are outlined, each of which involves a mini-lecture and group discussions. The topics are: (1) the range of feelings and their relationship to the body; (2) coping with and responding to feelings; (3) responses to both positive and troubled feelings; (4) responding to the feelings of others; and (5) feelings and self-acceptance. A list of programs and resources relevant to the module are presented. (JD)

ED 261 040 SP 026 476
Handling Stress. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—88p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescents, *Health Education, *Learning Modules, *Physical Health, *Psychological Patterns, *Relaxation Training, *Secondary Education, *Stress Management, *Stress Variables

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module attempts to help adolescents understand the meaning of stress in their lives, help them see the critical relationship of stress to short- and long-term health, and introduce them to a variety of techniques and behaviors to help manage and minimize the effects

of stress. Three kinds of stress are emphasized: situational, psychological, and environmental. Outlines are provided for class activities directed towards: (1) distinguishing between and defining the terms stress, stressor, and distress; (2) investigating the sources of stress at different ages and comparing findings; (3) learning about the stress response and the relationship between stress and health; (4) discovering the role of perception in the creation and handling of stress; (5) minimizing stress through relaxation; (6) minimizing stress through assertive communication; (7) understanding the potential use and misuse of diet, exercise, and sleep in response to stress; and (8) looking for changes in attitudes and behaviors toward stressors. Class activities are conducted by discussion, mini-lectures, relaxation exercises, and role playing. (JD)

ED 261 041 SP 026 477
Protecting Oneself and Others—Smoking, Drinking, and Drugs. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—166p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adolescents, *Alcohol Education, *Drug Abuse, *Health Education, *Illegal Drug Use, *Learning Modules, *Peer Influence, *Secondary Education, *Smoking, *Social Attitudes
Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module seeks to help students articulate the healthy, positive group norms they hold. Class activities are outlined to help the student to: (1) examine situations where people are protected by or protect one another and distinguish protection from interference; (2) identify common risks in their lives and analyze the reasons for taking them, possible outcomes, and precautions to reduce harm; (3) determine appropriate choices in health- or safety-related situations; (4) learn how much they know or do not know about alcohol use, have their misconceptions corrected, and explore reasons why people do or do not choose to drink; (5) learn about the alcohol content of different drinks, the factors this influences, the effect of alcohol on the body, and the relationship between blood alcohol content and accidents; (6) recommend ways out of dilemmas involving alcohol abuse; (7) learn about the problems faced by children of alcoholic parents; (8) discuss reasons for and against smoking; (9) analyze advice in fictitious situations to people who may be endangering their health by smoking; (10) learn about the effect of tobacco smoke on non-smokers; (11) explore common fallacies about drug use; and (12) using facts previously learned, weigh people's actions in a series of fictitious situations involving drugs. (JD)

ED 261 042 SP 026 478
Preventing Injuries. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—82p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Accident Prevention, *Adolescents, *First Aid, *Health Education, *Injuries, *Learning Modules, *Safety Education, *Secondary Education
Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module deals

with the epidemiology or nationwide patterns of injuries, and the etiology or causes of injuries. It acquaints young people with some of the concepts from evolving fields of injury control and describes both active and passive prevention measures they can take in their own lives. Students are also introduced to the rudiments of emergency treatment. Class activities are outlined to instruct students in: (1) examining and analyzing injuries data and learning that injuries are both predictable and preventable; (2) analyzing five investigative reports and determining what environmental factors and what lapses in knowledge, attitudes, and behaviors played a role in the fatality or serious injury; (3) reading and discussing news stories, considering questions based on them regarding passive interventions, and practicing them by role playing situations; and (4) learning about the desirability of knowing how to react in an emergency situation. (JD)

ED 261 043 SP 026 479
Improving Health and Safety in the Workplace. Teenage Health Teaching Modules. Field Test Edition.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—82

Contract—200-79-0922

Note—80p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adolescents, *Health Education, *Learning Modules, *Occupational Diseases, *Occupational Safety and Health, *Safety Education, *Secondary Education, *Work Environment
Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. The goals of this module are to acquaint secondary students with the problems of occupational safety and health, help them to establish good attitudes toward job-related safety, and prepare them to promote occupational safety in their future work place. Classroom activities are outlined in which students: (1) are introduced to the field of occupational health and safety; (2) examine various attitudes toward job safety and health and explore how those attitudes may affect one's willingness to take precautions; (3) develop a plan to investigate the safety and health risks of an occupation of their choice; (4) practice ways of encouraging co-workers to adopt health and safety precautions; and (5) report on what they have learned about hazards of selected occupations and draw conclusions about where to find reliable information about any profession or industry. Activities involve discussions, mini-lectures, role-playing, and small-group reports on outside research. (JD)

ED 261 044 SP 026 480
Locating Health Resources. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—83

Contract—200-79-0922

Note—62p; For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescents, *Community Health Services, *Community Resources, *Health Education, *Health Insurance, *Health Materials, *Learning Modules, *Medical Services, *Primary Health Care, *Secondary Education
Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module offers information on how young people may avail themselves of community health care facilities, locate appropriate health resources, establish sound communication with health professionals and under-

stand methods of paying for health care. An outline is presented of five class sessions in which the students will: (1) explore attitudes toward health resources and identify elements of self-care and preventive care; (2) identify expectations for patients and caregivers, and talk to a health care worker; (3) examine ways to pay for health services and care; (4) learn about specialists, clinics, hospitals, voluntary health organizations, and alternative health care, and also locate resources in their community and learn how to find them outside of the community; and (5) discover the functions of community health officials and examine health problems in the community. (JD)

ED 261 045 SP 026 481
Using New Health Research. Teenage Health Teaching Modules. Field Tested and Revised. Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.
Pub Date—Jun 83
Contract—200-79-0922

Note—127p. For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adolescents, *Health Education, *Health Materials, *Health Services, Learning Modules, Medical Care Evaluation, *Medical Research, *Research Utilization, Secondary Education

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module is designed to improve students' ability to evaluate health research media reports and to locate additional resources to augment information on health research. The outlined activities provide an opportunity for students to: (1) understand the importance of evidence to scientific inquiry and recognize the changing nature of scientific inquiry; (2) identify personal health decisions and the process of using health research information; (3) distinguish between observation and intervention research, and compare the methods and usefulness of both types of studies; (4) learn the definition of "risk factors," and understand probability and its relationship to epidemiological studies; (5) critically analyze health research media reports; (6) learn where to locate additional health information; and (7) assess their knowledge of and attitudes about health research. Appendixes include articles about health news and background information for teachers. (JD)

ED 261 046 SP 026 482
Acting to Create a Healthy Environment. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—82
Contract—200-79-0922

Note—145p. For other modules in series, see SP 026 468-484.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Adolescents, *Air Pollution, Community Action, *Conservation (Environment), *Environmental Education, *Health Education, Learning Modules, Natural Resources, Secondary Education, *Water Pollution

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module encourages students to take a more active interest in environmental issues in their local communities and provides them with the skills to participate in local environmental decisions more fully and with more critical awareness. Five class sessions are outlined which provide students an opportunity to: (1) explore the relationship between air and water quality and human health; (2) plan a series of activities in which they will learn about air and water quality in

their own community; (3) learn how pollution can travel great distances and explore a variety of national and international water and air pollution cases; (4) report on fact-finding missions; and (5) identify conservation measures they can incorporate in their personal lives and plan messages they would like to publicize or promote in their local community. Fifteen case studies dealing with water and air quality are attached. (JD)

ED 261 047 SP 026 483
Planning a Healthy Future. Teenage Health Teaching Modules.

Education Development Center, Inc., Newton, Mass.

Spons Agency—Centers for Disease Control (DHHS/PHS), Atlanta, GA.

Pub Date—82
Contract—200-79-0922

Note—46p. For other modules in series, see SP 026 468-482.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescents, *Health Education, Learning Modules, *Long Range Planning, *Physical Health, Secondary Education

Identifiers—*Teenage Health Teaching Modules Program

The Teenage Health Teaching Modules (THTM) program is a health education curriculum for adolescents. Each THTM module frames an adolescent health task emphasizing development of self-assessment, communication, decision making, health advocacy, and self-management. This module takes the position that students need to understand the value of and techniques for setting specific health-related goals, and gives them the opportunity to think about long-term health objectives. Class activities outline ways to lay the groundwork for planning sound health practices for the future. Included in this process is considering what they will be like in middle and later years. Students are encouraged to understand health-related problems in the later stages of life, and to speculate about their futures around the issues of families, job, life style, friends, recreation, and possible problems. The goal of the discussion sessions is to help students think about the future and plan ways for incorporating good health practices into their own lives. (JD)

ED 261 048 SP 026 485
Bennett, Bruce L.

Dudley Allen Sargent: How I Became a Victim of Big-Time Football in 1889.

Pub Date—17 Apr 85

Note—13p. Paper presented at the Centennial Convention of the American Association for Health, Physical Education, Recreation and Dance (Atlanta, GA, April, 1985).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Exercise, *Football, Higher Education, *Physical Education, Physical Education Teachers, *Physical Fitness, Team Sports, Tenure, Womens Athletics

Identifiers—Harvard University MA, Sargent (Dudley Allen)

Dudley A. Sargent, M.D., was Director of the Hemenway Gymnasium at Harvard University for 1879 to 1919. For the first ten years he was also an Assistant Professor of Physical Training. In 1889, President Eliot recommended that Dr. Sargent be promoted to full professor. In an unprecedented action the Board of Overseers rejected Eliot's recommendation and stripped Sargent of his faculty status altogether. This action was due primarily to Sargent's participation on the first Faculty Athletic Committee which established the first regulations for Harvard athletes and banned football for one year because of its roughness and violence. These actions antagonized the younger alumni but also displeased some of the older alumni and faculty who fought to eliminate all sports. This paper, written in the first person singular, as if it were Sargent himself writing, presents the views of Dr. Sargent on a number of topics such as the aims of physical education, physical education in the elementary schools, secondary schools, and universities, activities for adults and women, problems of intercollegiate athletics, and the place of physical education in general education. These views are taken directly from the writings and speeches of Dr. Sargent over a period of 35 years. (SP)

ED 261 049 SP 026 490

Sports and Drug Abuse. Hearing before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session (September 25, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—Senate-Hrg-98-1220

Pub Date—85

Note—67p. Some pages have small print.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Athletes, Athletics, *Drug Abuse, *Drug Legislation, Hearings, *Illegal Drug Use, Program Development, Role Models

Identifiers—Congress 98th

This hearing examined the impact of illegal drugs on both professional and amateur sports and the national effort of sports figures to help fight drug abuse. Witnesses included individuals currently involved in programs designed to prevent drug abuse, members of groups formed to rehabilitate drug users, and former professional athletes who experienced drug use and rehabilitation. Statements were provided by Rev. Roosevelt Grier, Calvin Hill, Nancy Hogshead, Tom McMillen, Jack Lawn, Carey McDonald, Bobby Bowden, Frank Layden, Mary Ann Morck, and Eugene Morris. (JD)

ED 261 050 SP 026 497

Standards for Scoliosis Screening in California Public Schools.

California State Dept. of Education, Sacramento.

Pub Date—85

Note—40p.

Available from—Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (\$2.50).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Health Programs, Junior High Schools, *Medical Evaluation, Physical Health, Program Design, *School Health Services, *Screening Tests, *State Programs

Identifiers—California, *Scoliosis

This publication is intended as a reference for school-level personnel, such as nurses, selected teachers, and administrators, on the procedures for initiating and maintaining a scoliosis screening program for girls in grade seven and boys in grade eight. It provides school personnel with a document that contains standards for school screening programs and laws and regulations which govern them. The standards are intended for use in planning and implementing programs for assessment of spinal deformities. (JD)

ED 261 051 SP 026 507

Stafford, Elba

Programs and Practices to Meet the Needs of the Middle School Child.

Pub Date—[85]

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Extracurricular Activities, *Individual Differences, Intramural Athletics, Junior High Schools, *Middle Schools, Needs Assessment, *Physical Education, *Program Development

Students in the middle school are all sizes and shapes physically, at different levels of mental maturity and at different stages of socialization. The diverse needs of these individuals can be satisfied only by providing a comprehensive physical education program containing a required program supplemented with intramurals, club sports and interschool components. The interschool competition could be unnecessary if the other three facets of the program are functioning to their fullest and should have lowest priority for facilities, budget and faculty time. The club sports and intramural programs are barely touched by many schools and have tremendous room for expansion. These programs have declined because of demands on facilities but perhaps administrators should reevaluate their priorities to meet the needs of the majority of the students in their school. Students should have the opportunity to experience a wide variety of activities in a daily program in their transitional years. The lessons should be vigorous, skill development oriented, with instruction on mechanical and physiological concepts incorporated into the teaching. The length of

time activities are scheduled should reflect the developmental differences between sixth and eighth graders, with short exploratory activities for sixth graders and longer skill developing units for eighth graders. (Author)

ED 261 052

SP 026 514

Doyle, Walter

Effective Classroom Practices for Secondary Schools. R&D Report No. 6191.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 84

Grant—NIE-G-83-0006-P1

Note—42p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Development, Individual Instruction, Instructional Improvement, Learning Strategies, Secondary Education, Teacher Effectiveness, Teaching Methods, Time on Task.

Identifiers—Direct Instruction.

This document provides administrators and instructional supervisors a framework for thinking about teaching and learning in secondary schools and suggests specific focal points for working with teachers to maintain and improve teaching effectiveness. The first section contains a discussion of instructional time and its meaning for secondary teaching. The second section is focused on the nature of academic work in secondary classes as a way to examine students' opportunities to learn the curriculum. The third section is directed to the basic instructional conditions that lead to productive use of classroom time. These basic conditions include provisions for classroom organization and management and instructional processes such as explanation, feedback, and correction of errors. This section also contains a brief guide to the instructional dimensions of individualized instructional programs and cooperative group systems. The effectiveness of direct instruction is emphasized. The final section contains a summary of basic principles that should shape the instructional decisions in effective secondary schools. A seven-page list of references concludes the document. (JD)

ED 261 053

SP 026 515

Emmer, Edmund T. And Others

Improving Classroom Management and Organization in Junior High Schools: An Experimental Investigation. R&D Report No. 6153.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Grant—OB-NIE-G-80-0116-P2

Note—249p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Inservice Teacher Education, Junior High Schools, Program Effectiveness, Student Behavior, Teacher Behavior, Teaching Styles.

Identifiers—Texas

The Junior High Management Improvement Study involved two urban school districts in two southwestern cities during the 1981-82 school year. In this field experiment on classroom management, experimental group teachers (n=18) and control group teachers (n=20) in four content areas received a manual and attended two workshops at the beginning of the school year. Extensive classroom observation of both groups provided a basis for assessing implementation of recommended management practices. The effects of the use of the recommended practices on student cooperation and task engagement were also assessed. Additional research questions investigated relationships between management behaviors and student behavior criteria and assessed impact of several context variables on management outcomes. Based on observations in the first two months of school, significant treatment effects were obtained in most of the nine areas of management addressed in the training materials and workshops. Treatment group teachers used the recommended management practices significantly more and established classes with more appropriate, task-oriented student behavior. Results provided evidence of the effectiveness of most of the recommended management practices, and suggest that research-based teacher education on classroom

management could help many teachers establish better learning environments in junior high and middle school classes. (Author/JD)

ED 261 054

SP 026 535

Cornett, Lynn Weeks, Karen

Career Ladder Plans: Trends and Emerging Issues—1985.

Southern Regional Education Board, Atlanta, Ga. Pub Date—Jul 85

Note—28p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Ladders, Incentives, Merit Pay, Program Development, State Action, Statewide Planning, Teaching (Occupation), Trend Analysis.

During the last two years many legislatures and state boards of education have been devising plans and establishing programs to reward outstanding performance of teachers through incentive programs. States are implementing large-scale statewide programs, funding pilot projects, or funding the local development of performance-based incentive programs. A survey in August 1984 showed several different approaches states used to develop these programs. While the states' responses varied, the questions to be resolved are similar: Will statewide or locally developed plans be adopted? Who will be included—teachers and/or administrators? How will teachers be evaluated? What about funding? Will teachers receive incentives in the first year of the program, or will the pay incentives and, therefore, major state funding be phased in after two or three years? This publication includes an updated version of the 50-state survey and provides an analysis of the emerging trends in developing and refining plans, implementing programs, and some early observations about intended and unintended outcomes of performance-based incentive programs. A state-by-state summary of 1985 state actions on career ladders is given. (JD)

ED 261 055

SP 026 538

Willie, Reynold

The Continuing Education Needs of Teachers in Catholic Parochial Schools.

Pub Date—[82]

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Catholic Educators, Catholic Schools, Higher Education, Professional Continuing Education, Teacher Attitudes, Teacher Education.

Although large numbers of teachers are employed in the Catholic parochial schools, little information about their continuing education interests is reported in the literature. A mail survey of a systematic sample of 215 classroom teachers in the St. Paul-Minneapolis archdiocesan schools revealed high interest in such continuing education topics as new curricular developments and the use of computers in the classroom and low or no interest in teaching the handicapped, multicultural education, and individualizing instruction. Differences were found among groups when teachers were grouped according to teaching level and age. (Author/JD)

ED 261 056

SP 026 543

Demonstrating the Effects of Teacher Training Efforts.

Dissemin/Action, Inc., Reno, NV.

Spons Agency—Office of Special Education (ED), Washington, D.C.

Pub Date—[83]

Grant—G008101783

Note—12p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Learning Strategies, Program Effectiveness, Teacher Education, Teaching Methods, Training Objectives, Transfer of Training.

A brief examination of research on the relationships among the training of teachers, their classroom behavior, and the learning of children suggests a general framework for studying both the intermediate and ultimate effects of teacher training. The idea behind this model is that such effects are more plausibly demonstrated if the argument is broken down into several intermediate steps between training activity and child growth. Each step is claimed to affect the next, and the demonstration addresses the truth of each of these claims. This booklet is intended to help the teacher examine the effects of training efforts in ways that lead to convincing dem-

onstration of their effects. Outlines are presented on the following topics: (1) questions and answers about demonstrating effects; (2) evidence that demonstrates effects; (3) planning the demonstration of effects; (4) judging the evidence; (5) a model for demonstrating training effects; (6) measurement issues in demonstrating effects; and (7) sources and resources on demonstrating effects. (JD)

ED 261 057

SP 026 562

Hanna, Gila Ryan, Doris

Profiles of Effective Teachers of Grade 8 Mathematics.

Pub Date—Apr 85

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Classroom Environment, Learning Strategies, Mathematics Achievement, Mathematics Teachers, Secondary Education, Student Characteristics, Teacher Effectiveness, Teaching Methods, Teaching Styles.

A study identified effective teaching strategies by constructing and comparing the teaching profiles of two eighth grade mathematics teachers whose students made significant achievement gains over the school year. This paper describes procedures used to select successful teachers within classroom groups having students with equivalent cognitive entry skills. It then compares the classroom situations and teaching strategies of the two successful teachers with the other teachers. The analysis indicated that gain in mathematics achievement in these two classes could not be attributed to differences in students' home background, class size, number of mathematics lessons per week, or teacher workload. However, the profiled teachers used different teaching strategies than their colleagues. One used an extremely organized approach to teaching wherein material was taught until mastered, thereby reducing the need to review work frequently. The other used an approach emphasizing the presentation of material followed by extensive practice in applying the material to new situations. Although both teachers placed emphasis on new material rather than on review, there were differences between their teaching practices. These differences reflected the success of both teachers in diagnosing the particular abilities of their students and adopting appropriate teaching strategies. (JD)

ED 261 058

SP 026 585

Clumpner, Roy, Ed.

Physical Education Curriculum Guidelines, Grades K-12. Curriculum Development.

Washington Office of the State Superintendent of Public Instruction, Olympia, WA. Div. of Instructional Programs and Services.

Pub Date—Jun 85

Note—170p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Course Content, Elementary Secondary Education, Life Satisfaction, Physical Education, Physical Fitness, Psychomotor Skills, Recreational Activities, Skill Development, Team Sports.

Identifiers—Washington

This curricular guide was designed to be used as a foundation for local school districts in their physical education programs. It is divided into three sections: elementary (K-5), middle school (6-8), and senior high school (9-12), currently the most popular divisions being employed in school districts throughout the state of Washington. Within each of these three sections, major areas (strands) of emphasis have been developed. For example, at the elementary level the major areas are: fitness, fundamental movements, rhythms, stunts-tumbling and gymnastics, lead-up sport skills and leisure-time activities. Within each of these strands of emphasis the reader will find suggested content. In addition, expected learning outcomes/competencies and instructional implications for teacher use are listed together with the applicable domain of learning, i.e., cognitive, psychomotor and affective. A bibliography is included with each section. (JD)

ED 261 059

SP 026 624

Winters, Lynn Reisberg, Daniel

Does Imagined Practice Help in Learning a Motor

Skill

Pub Date—Mar 85

Note—16p; Paper presented at the Meetings of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Processes, Drills (Practice), *Imagination, Learning Strategies, *Perceptual Motor Learning, Psychomotor Skills, *Skill Development

Identifiers—*Imagined Practice, Nigro (G)

Several studies have shown an improvement in the performance of motor skills following imagined performance of the skill, or "mental practice." One unresolved issue has centered on whether the effect being observed is in fact a practice effect. As one alternative, the effect may be a simple instance of planning when to use a skill, or deciding in advance what strategy to select. Alternatively, the possibility has been noted that mental practice may have its effects by influencing motivational factors, and not by exercising some component of the skill. A report is given of an experiment in which the procedures used by G. Nigro in 1983 to study imagined practice were replicated. The Nigro study reported that attempts to manipulate motivation make no difference in the effectiveness of imagined practice on dart throwing, whereas the content of the practice does. The results of that study appeared to eliminate motivation accounts and simultaneously to begin a specification of the relevant content of mental practice. A description is given of the experiment, designed both to replicate and extend Nigro's findings, and to examine the role of self-reported imagery ability using Nigro's procedure, a procedure that is apparently free of the confounding effects of motivation. (JD)

ED 261 060

SP 026 735

Alderman, M. Kay, Ed. Cohen, Margaret W., Ed. *Motivation Theory and Practice for Preservice Teachers*. ERIC Teacher Education Monograph No. 4.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC. Report No.—ISBN-0-89333-037-X

Pub Date—Jun 85

Contract—400-83-0022

Note—73p; Papers presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC. 20036 (\$7.50 prepaid).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Attribution Theory, Classroom Techniques, Higher Education, *Motivation, Motivation Techniques, *Preservice Teacher Education, Research Utilization, *Student Motivation, *Teacher Education Curriculum

The authors in this volume propose expanding the topic of motivation in the preservice teacher education program by including contemporary research. Margaret W. Cohen reviews a body of research and theory concerned with the effects of extrinsic reinforcers on intrinsic motivation. She notes that contemporary research in the area of intrinsic motivation has consistently demonstrated that extrinsic reinforcers may undermine rather than facilitate performance on and interest in activities that are intrinsically motivating. Carole Ames addresses the implications of attribution theory for the teacher preparation curriculum. She believes it is important for teacher educators to help preservice teachers understand the positive and negative effects of types of classroom structure and evaluation on attribution. Dale H. Schunk suggests that social comparison is an inherent factor in every classroom and can have positive or negative motivation effects. M. Kay Alderman suggests that the preservice component in motivation should provide the preservice teacher with a repertoire of motivation-linked strategies, such as goal-setting, in order to facilitate learning and to educate students with high-achievement patterns of thought and action. Drawing from research on teacher effectiveness and decision making, Mary Rohrkemper argues that if preservice teachers are to be adequately prepared, they need concrete skills

that will enable them to observe motivation, diagnose the need for motivational strategies, and assess the effectiveness of strategy implementation. Bibliographies accompany each of the articles. (JD)

TM

ED 261 061

Driscoll, Elisabeth

Gifted Student Testing in Achievement and Cognitive Abilities, District Report for 1982 and 1983. Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.

Pub Date—84

Note—30p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, *Achievement Tests, *Cognitive Measurement, Educational Assessment, Elementary Secondary Education, *Gifted, National Norms, *School Districts, Scores, Testing Programs, *Test Results

Identifiers—*Albuquerque Public Schools NM, Developing Cognitive Abilities Test, Scott Foreman Achievement Test Battery

This report provides Albuquerque Public School Administrative personnel with 1982-83 test result summaries for gifted students in grades 1 through 12 on the Scott Foreman Achievement Series tests and the Developing Cognitive Abilities (D-CAT) test. These results are the first complete set of pre- and posttest data obtained on gifted students over a full instructional year. These data are intended to reflect student progress in academic content areas; overall verbal, quantitative and spatial areas of the D-CAT; and the performance changes in the hierarchy of thinking skills also measured by the D-CAT. Table one contains average pretest and posttest achievement test data across the various academic content levels reported by equal interval scores for each grade. Actual and expected score changes are also reported. Tables two and three present achievement data summaries by grade in national percentile scores for 1982 and 1983 on the Scott Foreman Achievement Battery. Tables four and five contain the national percentile rankings by grade on the verbal, quantitative and spatial areas of the D-CAT. A percentage of each grades' average percent of items correct in five domains of Bloom's Taxonomy of Cognitive Development is presented along with the average percent of the national norming population. (BS)

ED 261 062

TM 850 409

Gamache, LeAnn M.

The Examination of Factorial Invariance in the Construct Validation of a Reading Achievement Test.

Pub Date—Apr 85

Note—29p; Paper presented at the Annual Meeting of The National Council on Measurement in Education (New Orleans, LA, April 23-27, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement Tests, Analysis of Variance, Factor Structure, Grade 6, Hypothesis Testing, Intermediate Grades, *Maximum Likelihood Statistics, *Minority Group Children, Reading Achievement, *Reading Tests, *Test Bias, *Test Validity

To support the construct validity of a locally developed, sixth grade reading achievement test, an investigation of factorial invariance was made across 1556 majority, 327 Black minority, and 136 Asian minority examinees. Although the hypothesis of a unidimensional factor pattern was retained for each group, hypotheses of equal factor weights between the majority group and each minority group were rejected. A standard test score interpretation is thus not possible across these groups. It is suggested that developers and users of achievement tests intended for similar populations should routinely examine factorial invariance across racial groups to support the construct validity of their tests. (Author/BS)

ED 261 063

TM 850 453

Burkhalter, Betty B. And Others

Anomalies in Auditing the Compensation Function: Getting Two Sets of Answers from One Set of Data.

Pub Date—[83]

Note—29p; Small print in tables 2-5.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, *Correlation, Individual Characteristics, Mathematical Models, *Multiple Regression Analysis, *Path Analysis, *Personnel Evaluation, Personnel Management, *Predictor Variables, *Salaries, Salary Wage Differentials, Statistical Studies

Identifiers—*Audits

To examine and clarify background conditions for understanding variables which affect salary, the salary and compensation programs at two industrial and three educational organizations were subjected to a statistical audit. Data were available on 272 employees. Ten compensation variables were studied as having direct or indirect effects on salary: sex, race, military service, educational attainment, relevant experience, organization (industrial or educational), years of service, performance history, salary grade and time in grade. These variables were labeled independent variables for a multiple regression analysis. Path analysis was also performed, with these variables labeled causal. A third model for statistical analysis emerged, which deleted the variable, time in grade. A bivariate correlation matrix was prepared for the third statistical technique. The most important variables, based on multiple regression, were organization, grade, years of service, and military service. Based on path analysis, they were organization, educational level, military service, and grade. Results suggested that current path analytic methods are more effective than multiple regression. (GDC)

ED 261 064

TM 850 455

Martin, David W.

Applied vs Basic Research: On Maintaining Your Balance with a Foot in Each Camp.

Pub Date—Apr 85

Note—17p; Presidential Address presented at the Annual Meeting of the Rocky Mountain Psychological Association (Tucson, AZ, April 24-27).

Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research, Computer Simulation, Educational Experiments, *Educational Research, *Flight Training, Higher Education, Learning Strategies, Psychological Studies, *Research Design, Research Methodology, *Research Problems, Research Utilization, *Training Methods, Transfer of Training, Visual Stimuli

The paper discusses a number of issues concerning the practical usefulness of cognitive psychology research, and presents a case study of pilot training methods to illustrate a model of research processes that produces outcomes which contribute to both basic and applied research goals. Research studies are described as varying in the degree to which they include reviews of the literature, present practical conclusions, select and manipulate variables based on convenience or bias, or add to the existing body of knowledge. The following research strategy is recommended: identify application set; determine common dimensions; create complex generic laboratory task to test the theoretical hypothesis; perform experiment; form theoretical conclusion; validate conclusion and task; and list applications. This strategy is illustrated in detail with a case study. The case study describes flight training of aircraft pilots, with emphasis on their attention to multiple visual stimuli. (GDC)

ED 261 065

TM 850 459

Meltzer, Lynn J. And Others

Automatization and Abstract Problem-Solving as Predictors of Academic Achievement.

Spons Agency—Robert Wood Johnson Foundation, New Brunswick, N.J.

Pub Date—Aug 84

Note—24p; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Abstract Reasoning, *Academic Achievement, Arithmetic, *Cognitive Measurement, Cognitive Processes, Cognitive Style, Creative Writing, Elementary Secondary Education, *Learning Processes, Predictor Variables, *Problem Solving, *Reaction Time, Reading Comprehension, Regression (Statistics), Rote Learning,

Timed Tests
Identifiers—*Automatization, Survey of Cognitive Skills (Childrens Hospital)

The associations among cognitive automatization, abstract problem solving, and educational performance were studied using 127 fourth to ninth grade students. A number of measures of fast, automatic, and fluent performance (FAF measures) were used: writing the alphabet; reading from a word list; and mentally performing arithmetic operations. The Survey of Cognitive Skills, a process-oriented inventory, was used to assess problem solving skills and educational outcomes. Learning strengths and weaknesses were evaluated while the subjects performed academic tasks: paper and pencil mathematics problems; creative paragraph writing; and reading comprehension. Hierarchical regression analyses were applied to determine the contributions toward academic performance of the fast, automatic, and fluent automatization tasks and the problem solving measures. Multiple regression analyses were also performed. Results indicated that prediction of the educational outcomes differed with respect to the relative contributions of the FAF automatization measures to the problem solving tasks. More outcome variance was explained for reading comprehension and mathematics than for written language. The outcome-specific FAF measure was much more dominant for mathematics than for reading comprehension or writing. Mathematics and writing performance became proficient when the basic mathematics and writing skills and processes were automatic. (GDC)

ED 261 066 **TM 850 460**

Ligon, Glynn Wilkinson, David
The Average Achievement Test Score: A Demographic Statistic.

Austin Independent School District, Tex. Office of Research and Evaluation.
 Report No.—AISD-ORE-84.42
 Pub Date—Mar 85

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, Achievement Rating, *Achievement Tests, Elementary Secondary Education, *Information Dissemination, Publications, School Districts, Scores, *Statistical Bias, Student Evaluation, Testing Problems, *Test Interpretation, *Test Results, Test Use
Identifiers—*Austin Independent School District TX

A variety of methods are used by the Austin (Texas) Independent School District to report the results of student achievement testing. These techniques were developed to alleviate some of the problems that occurred previously: (1) a school's average score represents very few of its students because large numbers of students score very high or very low; (2) a median score masks achievement gains; or (3) a total group's average declines while all subgroups' averages rise. Case studies illustrate these problems. Numerous ways to report achievement data have been found: (1) means and medians; (2) number of students scoring above and below certain percentiles; (3) analysis of items correct (related to specific skills) by individuals, classes, schools, and district; and (4) results for subgroups of sex, ethnicity, classroom, school, grade, special education students, and limited English speakers. Scores may be compared to the national norm, the state, other similar districts, surrounding suburban districts, or the same district in previous years. Data of interest to the public include National Merit Scholarship winners, honor roll members, high school graduates meeting minimum competency requirements, and students who will attend college. Results may also be used to illustrate further educational needs. (GDC)

ED 261 067 **TM 850 461**

Leonard, Tom Novick, Melvin R.
Bayesian Full Rank Marginalization for Two-Way Contingency Tables.

Iowa Univ., Iowa City. Cada Research Group.
 Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-TR-85-4
Pub Date—5 Apr 85

Contract—N00014-83-C-0514

Note—62p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Bayesian Statistics, Clerical Occupations, Enlisted Personnel, Estimation (Mathematics), *Expectancy Tables, Higher Education, Latent Trait Theory, Mathematical Models, *Probability, Statistical Studies, Test Theory
Identifiers—*Contingency Tables, Independence Model

A general approach is proposed for modeling the structure of a two-way contingency table, and for drawing inferences about the marginal and interaction effects, cell parameters, and conditional probabilities. The prior distribution expresses uncertainty in a simple reduced model, in particular the independence model. The posterior estimates of the cell parameters then provide compromises between the cell frequencies and fitted values obtained under the reduced model. In a mental test context, the reduced independence model is identical to Rasch's multiplicative Poisson model, and we therefore incorporate a procedure for checking the adequacy of this model. The use of some general ideas on marginalization makes it possible to compute reasonable approximations to the full posterior densities of many parameters, thus permitting thorough parametric inference and statistical modeling. All parameters are estimated via a hierarchical Bayes procedure. A cross classification of 5648 Marine Corps clerical students, by school and test grade, is analyzed in detail. The posterior densities of the 96 possible interactions suggest a simplified structure partitioning and collapsing of the table into a meaningful 3 x 2 table. (Author/GDC)

ED 261 068 **TM 850 463**

Leonard, Tom Novick, Melvin R.
Bayesian Inference and Diagnostics for the Three Parameter Logistic Model.

Iowa Univ., Iowa City. Cada Research Group.
 Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—ONR-TR-85-5

Pub Date—8 Apr 85

Contract—N00014-83-C-0514

Note—30p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Bayesian Statistics, Cognitive Measurement, Estimation (Mathematics), *Latent Trait Theory, *Mathematical Models, Statistical Studies, *Test Theory
Identifiers—*Birnbaum Models, *Three Parameter Model

This proposal attempts to follow in Allan Birnbaum's tradition by using Bayesian ideas to show that his mental test model possesses even broader applicability than previously realized. Birnbaum's two significant contributions to the theories of statistics and educational testing are: (1) the proof that the sufficiency and conditionality principles together imply the likelihood principle, thus justifying conditional or Bayesian inference when compared with frequentist inference; and (2) the mental test model introduced by Lord and Novick. A conditional maximization procedure is used here to approximate numerical integrations, thus broadening the scope of Bayesian inference and model checking. (Author/GDC)

ED 261 069 **TM 850 464**

California Assessment Program Statewide Testing Results by District and by School, 1983-1984 School Year. Evaluation Department Report No. 385.

San Diego City Schools, CA. Planning, Research and Evaluation Div.

Report No.—SDCS-RR-385

Pub Date—27 Nov 84

Note—74p.; For report of 1982-1983 school year, see ED 248 254.

Pub Type—Reports—Evaluative (142)—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Basic Skills, Educational Assessment, Educational Testing, Elementary Secondary Education, Grade 3, Grade 6, Grade 8, Grade 12, *School Districts, Scores, State Norms, State Programs, *Testing Programs, Test Interpretation, *Test Results, Trend Analysis

Identifiers—*California Assessment Program, *San Diego Unified School District CA

This report provides a detailed summary of California Assessment Program (CAP) test results for the San Diego, California, City School District. The CAP achievement tests in reading, mathematics, written language, (written expression and spelling for twelfth graders) were administered in grades 3, 6, 8, and 12. A number of tables and appendices are used to present the test results, including results for each school in the district. Highlights of the test results are summarized. Third graders scored above statewide averages in all areas, improving for the third consecutive year. Sixth graders scored above state averages in written language and mathematics, and equaled the state average in reading. Language and mathematics scores increased, while reading scores declined. In grade 8, mathematics scores were well above the state average, and reading and language scores were slightly above average. Twelfth grade mathematics scores continued to be well above the state average. Reading, written expression, and spelling scores were above state averages; the previous year, they were not. (GDC)

ED 261 070 **TM 850 465**

Crawford, John And Others

Causal Modeling of School Effects on Achievement.

Oklahoma City Public Schools, OK. Dept. of Planning, Research, and Evaluation.

Pub Date—Mar 85

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Administrator Evaluation, *Administrator Role, Elementary Secondary Education, *Institutional Characteristics, Leadership Qualities, Mathematics Achievement, Models, Organizational Climate, Path Analysis, *Predictor Variables, Principals, Public Schools, Reading Achievement, Research Design, *School Effectiveness, *Teacher Administrator Relationship, Time on Task

Identifiers—California Achievement Tests, Leadership Climate Inventory, *Oklahoma City Public Schools

Various models of school effects on student achievement were applied in a study of reading and mathematics achievement in the 94 schools of the Oklahoma City Public Schools. The Leadership/Climate Inventory, completed by 1294 teachers, rated school principals in the areas of expectations, instructional leadership, forceful or dynamic style, effective consultation with others, discipline, resources, time management, and evaluation of results. Data were also collected on the allocation and use of instructional time at each school. Achievement data, aggregated to the school level, were based on reading and mathematics scores on the California Achievement Tests. Models have suggested that the following school effects are related to achievement—principals' leadership effectiveness, within-school cohesiveness among teachers, prior achievement in the school and instructional time. Path analysis was used to study these relationships, as well as differences between upper and lower grades. Results supported the principal effects and within-school cohesiveness models, although the effects were stronger in mathematics than in reading. Effects were also stronger in the elementary and fifth year grades than in the middle schools and high schools. Instructional time was also related to achievement, especially in mathematics. (GDC)

ED 261 071 **TM 850 467**

Sigel, Irving E.

A Cognitive Developmental Approach to Question Asking: A Distancing Model Analysis.

Pub Date—2 Apr 85

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Cognitive Development, Cognitive Objectives, Conflict Resolution, Developmental Stages, Elementary Secondary Education, Higher Education, *Inquiry, *Learning Theories, Models, Parent Child Relationship, Problem Solving, *Questioning Techniques, Structural Analysis

(Linguistics), Teacher Student Relationship, *Teaching Methods
 Identifiers—Discrepancy Model, *Distancing Model (Signal)

A conceptual model is presented for the development of thinking skills by using an instructional model employing high level cognitive demands. "Distancing" is proposed as the concept to denote behaviors or events that separate the child cognitively from the immediate behavioral environment. Forms and functions of distancing behavior are described. The conceptualization is a disequilibrium model where the teacher's questions create discrepancies and thereby activate the student to participate in the engagement. Activities which propel the student toward achieving a dynamic state of equilibrium seem to have a positive effect; effects at different age levels are discussed. The critical feature in applying this model is shown to be the quality of teacher questioning strategy. Examples are presented from transcripts of student-teacher interactions. (GDC)

ED 261 072 TM 850 468

Kiewra, Kenneth A. Frank, Bernard M.
 Cognitive Style: Effects of Structure at Acquisition and Testing.

Pub Date—28 Jan 85

Note—23p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, Concept Formation, Field Dependence Independence, Higher Education, Learning Processes, *Learning Strategies, Multiple Choice Tests, *Notetaking, *Recall (Psychology), *Recognition (Psychology), Review (Reexamination), *Schemata (Cognition), Study Habits

Identifiers—Advanced Vocabulary Test II, Hidden Figures Test

Free recall and cued recognition performance were studied in 53 field independent and 55 field dependent undergraduate education majors who were with or without structure at the time of learning and at the time of recall. Results indicated that field dependent learners recalled more of the textual material when provided with structure during both acquisition and recall, as well as when structure was not provided at all. Conversely, field independent learners recalled more of the textual material when structure was provided only at either acquisition or recall. This pattern of interaction was also apparent for multiple choice test performance and for students' indicated preference of learning technique. (Author/GDC)

ED 261 073 TM 850 469

Oakes, Jennie And Others
 Collaborative Inquiry: A Congenial Paradigm in a Cantankerous World.

Pub Date—Apr 85

Note—29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Action Research, Change Strategies, *College School Cooperation, *Cooperative Programs, Curriculum Development, Educational Change, *Educational Cooperation, *Educational Research, Educational Researchers, Elementary Secondary Education, *Interprofessional Relationship, Models, Participative Decision Making, Program Evaluation, *Research Design, Research Methodology, Research Problems, Research Projects, Research Utilization, Teacher Participation

Identifiers—*Collaborative Research, Curriculum Computers and Collaboration Project

A curriculum project is described which illustrates the use of collaborative inquiry, a cooperative effort between university researchers and educational practitioners. Four tenets of collaborative inquiry are outlined. (1) Researchers and school practitioners work together on all phases of the effort. (2) The effort is focused on real world as well as theoretical problems. (3) Both groups gain in understanding and mutual respect. (4) The effort is consistently concerned with both research and development as well as implementation issues. The Curriculum, Computers, and Collaboration Project, which is described, developed microcomputer courseware for language arts and mathematics instruction for students 10-14 years old. The project team

consisted of 11 teachers from elementary, middle, and high schools, and four staff from The Laboratory in School and Community Education of the Graduate School of Education at the University of California, Los Angeles. The project development is described, and the ways in which it conformed to the collaborative paradigm are discussed. Finally, participants' reactions are summarized and 12 concluding thought-provoking dilemmas are listed. (GDC)

ED 261 074 TM 850 474

Manning, Maryann And Others

A Comparison among Measures of Reading Achievement with Low Income Black Third Grade Students.

Pub Date—Mar 85

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability Grouping, *Achievement Rating, Black Students, Cloze Procedure, *Comparative Testing, Correlation, Criterion Referenced Tests, Grade 3, *Informal Reading Inventories, Low Income Groups, Norm Referenced Tests, Primary Education, *Reading Achievement, *Reading Tests, Scores, *Student Evaluation, Teacher Attitudes, Test Validity, Urban Schools

Identifiers—Alabama Basic Competency Tests, California Achievement Tests, Classroom Reading Inventory, Houghton Mifflin Informal Reading Inventory, Teacher Expectations

The results of different types of reading achievement measures were compared for 58 low-income urban black third graders. Two formal tests were administered: the norm-referenced California Achievement Tests (CAT), and the criterion-referenced Alabama Basic Competency Test (ABCT). Informal measures included the Houghton-Mifflin Informal Reading Inventory (HMIRI), the Classroom Reading Inventory (CRI), a cloze procedure, and teacher judgment (as indicated by the basal reader assignment for each student). Results indicated that correlations among all of the measures were moderate to high. The formal tests, particularly the CAT, tended to produce lower scores than the informal measures. In spite of high correlations, the CAT and ABCT results revealed very different distributions of student ability. With the ABCT, more students showed average and above average performance. Examination of teachers' judgments regarding reading book placement, as compared to test results, indicated that teachers underestimated students' reading ability and placements did not reflect test results. HMIRI results also suggested that a number of students could have been assigned to a higher-level reading book. It was suggested that informal measures be used for book placement and that multiple measures of reading achievement be used in decision making. (GDC)

ED 261 075 TM 850 477

Kingsbury, G. Gage

A Comparison of Item Response Theory Procedures for Assessing Response Dimensionality.

Pub Date—Apr 85

Note—35p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Achievement Tests, Comparative Analysis, Elementary Education, Estimation (Mathematics), Factor Analysis, *Item Analysis, *Latent Trait Theory, *Mathematical Models, Multiple Choice Tests, Statistical Analysis, Statistical Studies

Identifiers—Principal Axis Procedure, *Response Function Discrepancies, *Unidimensionality (Tests)

A procedure for assessing content-area and total-test dimensionality which uses response function discrepancies (RFD) was studied. Three different versions of the RFD procedure were compared to Bejar's principal axis content-area procedure and Indow and Samejima's exploratory factor analytic technique. The procedures were compared in terms of the consistency of decisions concerning dimensionality, and the amount of detail concerning content-area dimensionality which is available with

each procedure. Achievement test data were from two multiple choice tests administered to over 2000 elementary school students in the Portland (Oregon) Public School system. One test contained 55 mathematics skill items and the other, 44 reading skill items. Results indicated that exploratory factor analysis provided a more global view of dimensionality; it was most likely to indicate that multidimensionality existed in the item responses, independent of the different content areas. The principal axis procedure tended to indicate more content-area multidimensionality. The RFD procedure was shown to be a viable method of determining response dimensionality, yet no single variation was consistently more informative. (GDC)

ED 261 076 TM 850 478

Silva, Sharron J.

A Comparison of Traditional Approaches and Item Response Approaches to the Problem of Item Selection for Criterion-Referenced Measurement.

Pub Date—Apr 85

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Analysis of Variance, Comparative Testing, *Criterion Referenced Tests, Elementary Education, Hypothesis Testing, *Item Analysis, *Latent Trait Theory, *Mastery Tests, Mathematical Models, Reading Tests, Test Construction, Test Items, *Test Reliability, Test Theory

Identifiers—Prescriptive Reading Inventory
 Test item selection techniques based on traditional item analysis methods were compared to techniques based on item response theory. The consistency of mastery classifications in criterion referenced reading tests was examined. Pretest and posttest data were available for 945 first and second grade students and for 1796 fourth to sixth grade students who were given the PRI Reading Systems Instructional Objectives Inventory. Three traditional item analysis procedures were used: the Cox-Vargas index; the point biserial correlation applied to combined pretest-posttest data; and the phi coefficient. Two approaches derived from item response theory were also used: item information at the cut-off score as estimated by the one parameter and the three parameter models. The results indicated that the two item response models produced classification consistencies, indicated by coefficient kappa, that were superior to the three traditional procedures. Furthermore, the three parameter model appeared to be superior to the one parameter model. (GDC)

ED 261 077 TM 850 479

Frederick, Judith M. Clausen, Karl H.

A Comparison of the Major Algorithms for Measuring School Effectiveness.

Pub Date—Mar 85

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Achievement Gains, *Educational Status Comparison, Elementary Education, Elementary Schools, *Evaluation Criteria, Evaluation Methods, Institutional Evaluation, Longitudinal Studies, Norms, Outcomes of Education, *Research Design, *Research Problems, *School Effectiveness, Time
 Identifiers—Aggregation (Data), Metropolitan Achievement Tests, Metropolitan Readiness Tests

Ten algorithms for measuring school effectiveness were identified through literature analysis and interviews of the directors of 39 school improvement projects. The algorithms are described thus: (1) a major proportion of students achieve at or above average national levels; (2) an equal percentage of highest and lowest social classes achieve minimum basic skills mastery; (3) percentage of average and high achievers is rising while percentage of low achievers is dropping; (4) proportion of low income students at minimum mastery is rising; (5) achievement gap of low achievers with respect to grade level is decreasing; (6) gaps between racial or socioeconomic status are stable or decreasing; (7) perfor-

mance equals or exceeds city-wide norms; (8) two or more independent groups perform above the 75th percentile; (9) school mean gain equals or exceeds the city-wide gain; and (10) average achievement exceeds predicted mean achievement. Each algorithm is classified according to the time frame of analysis, the level of data aggregation, the continuity of the population, and the reference norms used. Six of these algorithms are applied to data collected from a suburban elementary school 30 miles from Boston on tests of reading comprehension, mathematics, and readiness. The differing results of the different algorithms are described. (GDC)

ED 261 078 TM 850 480

Skinner, Bron D.

Components of a System for Evaluating Progress of Professionals In-Training.

Pub Date—Apr 85

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Check Lists, Data Collection, Educational Objectives, Evaluation Criteria, "Evaluation Methods," "Evaluation Utilization," "Family Practice (Medicine), Graduate Medical Education," "Graduate Medical Students, Higher Education, Information Systems, "Student Evaluation, "Systems Approach

Identifiers—American Board of Family Practice in Training Exam

An evaluation system which was used to monitor the progress of resident physicians in the Family Practice Residency at the University of North Carolina is discussed. The system was designed as an information management system which reflects both broad philosophical principles and goals as well as specific behavioral objectives. The three major components of the system are described and illustrated in the appendix: (1) training goals, grouped under three domains (knowledge, skills, and attitudes) and three roles of the family physician (clinician, manager of the practice, and professional); (2) a data collection subsystem in which (a) faculty complete check lists based on reviews of patient charts and encounters with patients, (b) a standardized test is administered, and (c) data are processed by microcomputers; and (3) a subsystem for using the data to assess resident performance and provide educational direction. Educational implications are discussed, as well as implications for program design and management. (GDC)

ED 261 079 TM 850 481

Harnisch, Delwyn L.

Computer Application Issues in Certification and Licensure Testing.

Pub Date—Mar 85

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adaptive Testing, "Certification, "Computer Assisted Testing, Cost Effectiveness, Individual Testing, Item Analysis, Item Banks, Latent Trait Theory, Mastery Tests, "Occupational Tests, Test Construction, Testing Problems, Test Items, Test Length, Test Reliability, "Test Validity

Computer adaptive testing systems are feasible for certification and licensure testing. This is in part due to the availability of extensive yet inexpensive computers. Modern item response theory, combined with computerized adaptive testing, yields a powerful new method of testing which provides greater accuracy and efficiency and less boredom for the examinee. The computer presents each item, scores it, and then selects the next item which is appropriate for the individual examinee; thus, individual testing is much more feasible than it would be using human examiners. There are additional advantages: acceptable accuracy can be achieved with fewer items; more accurate estimates can be obtained at the extreme ends of the ability continuum; test security is improved; tests can be administered on demand when needed; and a greater variety of item types may be included. With licensing and certification tests, it is important to obtain a good pool of test items, to be accurate near the minimum cutting

score, to have appropriate unidimensionality, and to use computers in a comfortable environment. It is also useful to have a large number of examinees, approximately 1000 or more. Cost estimates are encouraging, especially when the computer systems are used often. (GDC)

ED 261 080 TM 850 484

Trochim, William M. K. Linton, Rhoda

Conceptualization for Evaluation and Planning.

Pub Date—Oct 84

Note—124p.; Paper presented at the Joint Meeting of the Evaluation Network and the Evaluation Research Society. (San Francisco, CA, October 10-13, 1984).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Ancillary School Services, "Cluster Grouping, Concept Formation, Evaluation Criteria, "Evaluation Methods, Evaluation Utilization, Higher Education, "Models, "Planning, "Program Development, "Program Evaluation, School Health Services

Identifiers—Cornell University NY, "Structured Conceptualization

Both evaluation and planning typically begin with an attempt to define the conceptual territory of interest; this paper presents an approach to such conceptualization. The term, structured conceptualization, is used to refer to any definable set of procedures which can help a user develop a useful conceptual representation. Structured conceptualization refers to the behavioral steps followed by the evaluator or planner, not his or her internal cognitive processes. The three components of the conceptualization process, which may be combined to suggest different models, are defined: (1) the process steps—generation, structuring, and representation of the conceptual domain; (2) the perspective origins—the process may be carried out by an individual, group, or algorithm; and (3) the representation form—a verbal essay, outline, or lecture; a pictorial flow chart or graph; or a mathematical formula or model. Four different models which may result from these alternatives are described. The most structured of these models is illustrated using two examples, each an administrative unit which provides services to the university community: The Division of Campus Life, and the University Health Service at Cornell University. Extensive appendices include questionnaires and clusters resulting from suggestions concerning these programs. (GDC)

ED 261 081 TM 850 485

Connecticut Basic Skills Proficiency Test, 1983-84; Mathematics, Basic Writing Skills in the Language Arts, Reading, Summary and Interpretations.

Connecticut State Board of Education, Hartford. Bureau of Research, Planning, and Evaluation.

Report No.—BRPE-84-19

Pub Date—84

Note—50p.; Some tables contain small print.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, "Basic Skills, Cutting Scores, "Grade 9, "Minimum Competency Testing, "Scores, Scoring, Secondary Education, State Legislation, "State Programs, State Standards, Test Construction, "Testing Programs, Test Results, Trend Analysis

Identifiers—Connecticut, Connecticut Educational Evaluation Remedial Assist, "Connecticut Ninth Grade Proficiency Test

Results are presented of the Connecticut Statewide Basic Skills Proficiency Test, which was administered to Connecticut ninth graders for the fourth time in 1983. The history of the test is summarized; it was designed to identify students who are performing so far below grade level that they require remedial instruction to succeed in the ninth grade. The legislative mandate for the test is the Education Evaluation and Remedial Assistance Act. The subtests are described: mathematics, basic writing skills, language arts, and reading ability. Tables are included of the resulting scores, and sample writing responses are also appended. Highlights of the findings include the following: (1) average scores increased over the previous years in all areas; (2) the percentage of students who satisfied state standards increased in all areas; (3) there was greatest improvement in mathematics mastery, yet the greatest need was still in mathematics; and (4) lan-

guage arts showed the most improvement in percentage of items correct. (GDC)

ED 261 082 TM 850 486

Boer, Judith A.

A Consistently Successful Follow-up Survey.

Pub Date—Apr 85

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)—Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, "Beginning Teachers, College Graduates, Elementary Secondary Education, "Followup Studies, "Graduate Surveys, Higher Education, Principals, Questionnaires, "Research Methodology, Sampling, "Surveys, Teacher Evaluation

Identifiers—"Mail Surveys, "Response Rates (Questionnaires)

As part of the evaluation of the College of Education at the University of Tennessee, an annual survey is conducted to obtain principals' ratings of graduates who are certified beginning teachers. This survey has enjoyed a response rate in excess of 90 percent. The survey is conducted by mail, with one mail followup, and occasional telephone followups. The first step is to identify the specific school locations of the teaching graduates. Then the survey forms and cover letters are mailed to the principals. One followup letter and another copy of the questionnaire are sent to those 15 to 29 percent who have not responded after four weeks. Telephone calls are also made, but such calls have not exceeded three in any of the three years discussed. Five different introductory cover letters are used, as well as personal individualized letters when indicated. Return envelopes are provided, and the letters are prepared on high quality letterhead stationery. These procedures are satisfactory in producing a high response rate. The three-page questionnaire, which is appended, includes demographic information, a rating scale of teacher effectiveness, and a check list of factors which influenced the principal to hire this teacher. (GDC)

ED 261 083 TM 850 494

Scruggs, Thomas E. Lifson, Steve

Are Learning Disabled Students "Test-Wise"? An Inquiry into Reading Comprehension Test Items.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Oct 84

Note—16p.; Paper presented at the joint meeting of the Evaluation Network and The Evaluation Research Society (San Francisco, CA, October 10-13, 1984).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Difficulty Level, Elementary School Students, Grade 3, "Guessing (Tests), "Learning Disabilities, Multiple Choice Tests, Primary Education, Reading Ability, "Reading Comprehension, "Reading Tests, Standardized Tests, Test Items, Test Validity, "Test Wiseness, Timed Tests

Identifiers—Comprehensive Tests of Basic Skills, Stanford Achievement Tests

The ability to correctly answer reading comprehension test items, without having read the accompanying reading passage, was compared for third grade learning disabled students and their peers from a regular classroom. In the first experiment, fourteen multiple choice items were selected from the Stanford Achievement Test. No reading passages were provided, but the items were clustered according to their association with a particular passage. The learning disabled students answered correctly only slightly more than predicted by chance. Scores of the non-learning disabled group were significantly higher. In order to address the suggestion that the poorer performance of learning disabled students was caused by their lesser ability to read the test questions, a second experiment was conducted. A different sample of students included learning disabled and average third grade students. The examiner read each of the 14 test items aloud, and all students were given sufficient time to answer all items. The average students again had higher scores than the learning disabled group. The results suggested that the learning disabled students may be less likely than their non-learning disabled peers to apply test-taking strategies to reading comprehension.

sion questions. (GDC)

ED 261 084 TM 850 499

Cason, Gerald J. And Others
**Handicapping Raters for Fairer Clinical Grading:
 A Practical Application.**
 Pub Date—Apr 85

Note—20p; Paper presented at the Annual Meeting of the Association of Medical Colleges, Southern Group on Medical Education (San Juan, Puerto Rico, April 17-19, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Achievement Tests, Behavior Rating Scales, *Clinical Experience, *Grading, Higher Education, *Interrater Reliability, *Medical School Faculty, *Medical Students, *Practicum Supervision, Student Evaluation, *Weighted Scores

To minimize the effects of systematic differences in raters' standards of clinical competence, a handicapping system was applied to the ratings made by fourteen preceptors of 128 junior year medical students in a 6-week psychiatry clerkship at the University of Arkansas for Medical Sciences. The handicap of a preceptor was the difference between the grand mean of all ratings and the mean of that preceptor's ratings. The handicap was added to the preceptor's raw ratings. Final clerkship grades were based on weighted scores on the National Board of Medical Examiners psychiatry test, local psychiatry tests, and the rating. The observed range of preceptor handicaps (9 points) was quite large when compared to the observed range of raw ratings (16 points). Results showed that the adjusted ratings increased rater reliability by 25 to 35 percent. Adjusted ratings produced an increased correlation among the measures and a slight improvement in the adjusted total reliability when compared to the raw total. Thirteen percent of the students' grades changed one letter, depending on whether raw or adjusted scores were used. (Author/GDC)

ED 261 085 TM 850 505

Medley, Donald M.
**Issues and Problems in the Validation of Teaching
 and Teacher Professional Behaviors.**
 Pub Date—3 Apr 85

Note—26p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—Academic Achievement, Achievement Gains, Classroom Research, Competency Based Teacher Education, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Outcomes of Education, Prediction, Pretests Posttests, Reliability, Research Needs, Research Problems, *Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, *Teacher Evaluation, Validity
 Identifiers—Gain Scores

There are a number of issues involved in the validation of measures of teacher effectiveness, that is, a teacher's ability to promote student learning. Teachers' characteristics may be assessed at five different points: (1) pre-existing teacher characteristics—knowledge, skills, and attitudes which are necessary for success in the teacher education curriculum and as a teacher; (2) teacher competence; (3) teacher performance within a specific classroom setting; (4) student learning experiences; and (5) student learning outcomes. Further research is needed in classroom learning, classroom teaching, teacher competence, and the relationship between pre-existing teacher characteristics used for admission to teacher education schools and later competence. The validity of measures of teacher competence depends on the content validity of the measures of student learning outcomes used, and how well the outcomes attributable to the teacher are separated from the outcomes that are due to context factors. The expected gain score is useful in estimating the post-test score that a student with a specified pre-test score would achieve. A review of literature on teacher competencies led to the development and validation of a measure for Virginia's competency-based certification system. Seventy behavioral indicators of fourteen teacher competencies resulted. (GDC)

ED 261 086 TM 850 510

McCart, Carol L. And Others
Learning Styles among Established Professionals.
 Pub Date—3 Apr 85

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Cognitive Style, Curriculum Development, *Experiential Learning, Learning Processes, *Learning Theories, Post Secondary Education, Professional Continuing Education, *Professional Personnel, Self Evaluation (Individuals)

Identifiers—Continuing Professional Education Project PA, *Kols (D A), *Learning Styles Inventory

As part of the Continuing Professional Education Development Project at Pennsylvania State University, the learning styles of 148 practicing professionals (accountants, architects, clinical dietitians, and nurses) were investigated. The study objectives were: (1) to describe their learning characteristics using Kolb's Learning Style Inventory (LSI); (2) to determine, by comparison, the consistency of the attributes of these groups to the experiential learning theory on which the LSI is based; and (3) to assess whether knowledge about learning styles can be useful in the design of continuing professional education programs. The LSI is a self-description questionnaire designed to measure individual emphasis on four learning styles: concrete experience, reflective observation, abstract conceptualization and active experimentation. Intercorrelations among the four learning style scores were calculated for the total sample. Learning style similarities and differences were examined across professions using one-way ANOVA with follow-up comparisons with the Waller-Duncan K Ratio T Test. Combined scores across professions were analyzed by a 2 by 4 MANOVA. It was concluded that the LSI has some ability with groups of mature practitioners in selected professions. Guidelines for developing efficient learning packages for the four professions derived from Kolb's model for learning preferences were given. A 98-item bibliography is appended. (BS)

ED 261 087 TM 850 511

Schafer, William D. Johnson, Charles E.
Microcomputer Support in Basic Statistics Instruction.

Pub Date—85

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Available from—William Schafer and Charles Johnson, Department of Measurement, Statistics, and Evaluation, College of Education, Univ. of Maryland, College Park, MD 20742 (Statistics Disk copies of software packages, \$10.00).

Pub Type—Speeches/Meeting Papers (150) — Computer Programs (101) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Adaptive Testing, *Computer Assisted Instruction, Computer Assisted Testing, *Courseware, Higher Education, *Microcomputers, *Statistics, Student Evaluation

Identifiers—Apple II Plus

This paper presents examples of effective uses of microcomputers to support basic statistics instruction. All programs are written in Applesoft BASIC for Apple II Plus microcomputers and compatible equipment. They have been field tested in statistics courses at the University of Maryland. Microcomputers can be used with color monitors for classroom demonstrations in conjunction with a lecture format for data presentation and to illustrate scatter diagrams, normal areas, binomial distribution and sampling from a beta population. A menu driven data handling and processing software program is used by students outside of class to provide practice in making data analysis decisions as well as an understanding of what users need to supply for storing, editing and processing data by computer. Computer-administered individualized diagnostic review testing provides performance feedback to students and performance data in instructors on optional quizzes as practice for required pencil and paper course quizzes and exams. Appendices contain listings for the scatter design, normal areas, and binomial programs, plus course assignments using

the statistics package. (BS)

ED 261 088 TM 850 512

Oxford-Carpenter, Rebecca Schultz-Shiner, Linda
Military Reading Assessment: What Theory Tells Us.

Pub Date—1 Apr 85

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—*Armed Forces, Military Personnel, Postsecondary Education, Psychometrics, *Reading Processes, *Reading Research, *Reading Tests, Scoring, Testing, Test Theory
 Identifiers—Armed Services Vocational Aptitude Battery, Army

This paper addresses practical Army problems in reading assessment from a theory base reflecting the most recent research on reading comprehension. Military and occupational research shows that reading proficiency is related to job performance. Reading assessment is a key issue in the Army due to changes in the reading ability levels of the Army population. Three current types of reading theory have important implications for reading assessment in terms of appropriate validity, reliability, norms, and standards: (1) perceptual-cognitive theory; (2) information processing theories; and (3) the emerging interactive-inferential theory. Commercial reading tests used by the Army, such as the Adult Basic Literacy Examination, the Test of Adult Basic Education, the Nelson-Denny Reading Test, and the Metropolitan Achievement Test (Reading, Form D) differ widely in psychometric characteristics and overall quality when evaluated using theory-based standards. The Armed Services Vocational Aptitude Battery (ASAB) correlates highly with various reading tests, but should be used with caution as a reading surrogate. The Army should consider using the available alternatives to grade equivalent scores. (BS)

ED 261 089 TM 850 513

Lysiak, Fae Perez, Anna
A Multifaceted Approach to Teacher Evaluation.
 Pub Date—Apr 85

Note—20p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Appendices contain small print.

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.
 Descriptors—Behavior Rating Scales, Competency Based Teacher Education, Elementary Secondary Education, *Evaluation, *Evaluation Methods, Formative Evaluation, *Inservice Education, Job Performance, Principals, *Program Development, School Districts, Standards, Summative Evaluation, *Teacher Evaluation, Teacher Improvement, Teacher Promotion

Identifiers—*Fort Worth Independent School District TX, Teacher Performance Assessment Instruments

This paper presents the three year process used in developing a teacher evaluation model for the Fort Worth (Texas) Independent School District. Based on Dr. Richard Manatt's School Improvement Model for Teacher Performance Evaluation, the purposes of the model were to improve teaching skills and to enable valid and reliable judgments concerning promotion, retention and termination of professional employees. The process involved (1) the selection and training of the nine teachers and nine administrators for the Teacher Evaluation Committee; (2) inservice training for evaluation of teachers through nine workshops; (3) establishing behavior criteria and standards in four performance areas (instructional skills, organizational and classroom management skills, professional performance, and interpersonal skills) and developing formative and summative evaluation instruments; (4) inservice administrator training on using the new instruments; (5) pilot testing the evaluation process with volunteer teachers; (6) analyzing the questionnaire and interview data from the pilot test; (7) field testing the revised evaluation process; and (8) making revisions for compliance with State of Texas House Bill 72 in regard to assigning teachers to career ladder levels based on observable, job-related behavior. Copies of the formative and summative evaluation

report forms are appended. (BS)

ED 261 090 TM 850 514

Atkinson, John. *And Others*

Patterns of Retention in Australian Government Schools. ACER Research Monograph No. 27. Australian Council for Educational Research, Hawthorn.

Spons Agency—Australian Commonwealth Dept. of Education and Youth Affairs, Canberra; Australian Commonwealth Schools Commission, Canberra; Australian Tertiary Education Commission, Canberra.

Report No.—ISBN-0-85563-394-8

Pub Date—84

Note—183p.

Available from—The Australian Council for Educational Research Limited, Radford House, Frederick Street, Hawthorn, Victoria 3122.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Economic Factors, *Elective Courses, *Enrollment Influences, *Enrollment Trends, Foreign Countries, High School Students, National Surveys, Public Schools, Questionnaires, School Demography, *School Holding Power, School Surveys, Secondary Education, Secondary School Curriculum, *Social Influences, Student Attitudes, Student Attrition, Student Characteristics, *Student Educational Objectives, Student Motivation

Identifiers—Australia

In 1983 Australia experienced unexpected nationwide increases in enrollment in post-compulsory schooling (Year 11 and Year 12). This study sought to identify factors contributing to this increase, to assess the extent and characteristics of the change, and to examine the motivations and expectations of the students concerned. Patterns of school retention were considered in relation to the influences of the economic environment, the social-psychological environment, and the school environment on individual decisions to remain in school. Data were analyzed on three levels: school systems, schools, and students. Chapter 2 outlines the study's design and methodology. Chapter 3 describes the patterns and trends in government school systems retention, their relationship to non-government schools and to opportunities in equivalent programs through Technical and Further Education. Chapter 4 examines differences between schools in retention rates and the types of recent program developments occurring in schools. Chapter 5 and 6 report on students' reasons for staying in or leaving school and their intentions for further study. Chapter 7 reviews the findings on factors influencing retentivity in Australian government secondary schools. Appendices contain detailed information on the retentivity measures, two student questionnaires, and the school curriculum and organization questionnaire. (BS)

ED 261 091 TM 850 515

Kitabchi, Gloria

Multivariate Analyses of Urban Community College Student Performance on the ACT College Outcomes Measures Program Test.

Pub Date—85

Note—15p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Black Students, Comparative Analysis, *Diagnostic Tests, *Educational Testing, Females, Multivariate Analysis, *Nontraditional Students, Open Enrollment, Predictive Measurement, *Predictor Variables, Racial Differences, Sex Differences, *Two Year Colleges

Identifiers—American College Testing Program, *College Outcome Measures Project, *Shelby State Community Coll TN

This study examined the relationship and relative importance of selected variables to successful performance of urban community college students on the American College Testing Program (ACT) College Outcome Measures Program (COMP). The importance of age, race, gender, type of degree, program or major category, admissions criteria and ACT pre-entrance scores was investigated using data from 696 Shelby State Community College stu-

dents. Canonical analyses, multiple analysis of variance (MANOVA), and multiple regression analyses provide statistically significant indicators of more successful and less successful subgroups. Younger black students (particularly female) enrolled on an open admissions basis in career track degree programs were identified as having lower performance. Older students, white ethnics group students, and transfer degree students had higher COMP performance than their counterparts with the exception of nursing and allied health program students. The need to develop educational interventions or instructional strategies to increase skills of target subgroups was identified. (Author/BS)

ED 261 092 TM 850 516

Mamchur, C. Nelson, D.

Predicting Teacher Effectiveness: A Final Report on a Proper Linear Regression Approach to Selection for Teacher Education in British Columbia.

Educational Research Inst. of British Columbia, Vancouver.

Report No.—ERIBC-RR-85-03

Pub Date—84

Grant—MG-102

Note—59p.

Available from—Educational Research Institute of BC, Suite 701-601 West Broadway, Vancouver, B.C. V5Z 4C2, (\$5.70).

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Beginning Teachers, Behavior Rating Scales, Elementary Secondary Education, Foreign Countries, Higher Education, Human Relations, Longitudinal Studies, *Predictive Validity, Preservice Teacher Education, Research Needs, Self Concept Measures, *Self Evaluation (Individuals), Student Evaluation of Teacher Performance, Teacher Behavior, *Teacher Effectiveness, Teacher Evaluation, Teacher Selection, Teacher Student Relationship, *Test Validity

Identifiers—British Columbia, *Human Relations Incident, Self Report Measures

Universities training teachers have a responsibility to select the best applicants for pre-service teacher training. This study examines the validity of the Human Relations Incident (HRI), an instrument designed to predict the effectiveness of pre-service applicants. High and low scoring subjects were selected based on their HRI scores. Their teaching effectiveness was assessed by analysis of faculty practicum reports and, in a longitudinal study, through observation, self-report, and student evaluation during their first teaching years. High scorers exhibited more effective teaching behaviors during practicum such as appearing confident, being imaginative, showing respect, being flexible, showing commitment to teaching, and having good communicative skills. As beginning teachers, HRI high scorers also tended to score consistently high on a systematic observation instrument. Longitudinal study significance was seriously affected by subject attrition due to government changes in educational funding which resulted in very few subjects being hired to teach. Further research, using a case study approach, was recommended to confirm the findings. The report contains the HRI instruments. The perceptual rating scale, behavior checklist, profile of teacher behavior observation form, and two student evaluation instruments are appended. (Author/BS)

ED 261 093 TM 850 517

Hand, Carol A. Prutner, James E.

The Predictive Validity of Scholastic Aptitude Test Scores For Minority College Students.

Pub Date—85

Note—25p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Small print in tables.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Black Students, *College Entrance Examinations, College Students, *Grade Point Average, Higher Education, Multiple Regression Analysis, *Predictive Validity, *Racial Differences, *Sex Differences, Test Results, Test Validity, White Students

Identifiers—Scholastic Aptitude Test
This paper investigated the predictive validity of the Scholastic Aptitude Test (SAT) for members of different gender and minority status groups. The following data were obtained on 45,067 undergrad-

uates enrolled in 31 different institutions in a state college system: SAT Verbal (SAT-V) and SAT Mathematics (SAT-M) scores; high school average (HSA); cumulative credit hours earned; and cumulative credit hours earned; and cumulative grade point average. Regression equations of GPA with SAT scores, HSA, and indicators of college experience were calculated by institution for all students and for black females, black males, white females, and white males. The regression coefficients for SAT-V, SAT-M, HSA, the constant term, the standard error of estimate, and the adjusted R squared were graphically presented. Findings provided some support for the supposition that GPA's are less predictable for black males - largely due to the lower weights of HSA and SAT-V in predicting GPA for black males as compared with weights for white females, and for the other groups to a lesser extent. There was no clear pattern effect for type of institution attended. While both gender and minority status differences in SAT score validity were apparent, the difference in SAT-V weights between white females and males was greater than the difference between white and black males. (BS)

ED 261 094 TM 850 518

Sax, Gilbert

Quantitative Methods: A Critique.

Pub Date—85

Note—10p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 32-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Research, Elementary Secondary Education, Higher Education, Researchers, Research Methodology, *Research Problems, *Statistical Analysis

Identifiers—Causal Inferences

This paper addresses several issues in quantitative research that educational researchers should examine with more care. While the purposes of experimentation is to determine causality, the study of causal relations is difficult and problematic. Computational and conceptual errors in statistical analysis seem limited only by the creativity of the researcher. The problem of evidence that contradicts theory is too often solved by throwing out the data or renaming the facts. While researchers have volunteered to improve education, the imposition of a research finding on all children everywhere regardless of the lack of evidence or the presence of questionable evidence is at best a mistake that might not be able to be remedied later. (BS)

ED 261 095 TM 850 521

Fulton, Michael Quinn

Six Honest Serving Men for Evaluation.

Pub Date—85

Note—40p; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Evaluation, *Evaluation Methods, Evaluation Needs, *Evaluation Utilization, Evaluators, *Program Evaluation

Identifiers—Caribbean Agricultural Extension Project, Evaluation Problems, Evaluation Research

This paper reviews what has been learned about evaluation utilization during the past 20 years. Evaluation utilization is discussed in terms of what is used, who uses evaluation, when evaluation is used, how evaluation is used, where evaluation is used, and why evaluation is used. It is suggested that the personal factor - the interests and commitments of key people involved in the evaluation - is the most important explanatory variable in evaluation utilization. Ten basic utilization-focused evaluation premises are presented, and it is suggested that the primary direction for further utilization research is to test these premises in an integrated, holistic way in real evaluations. The recent external evaluation of the Caribbean Agricultural Extension Project is described to illustrate a comprehensive test of utilization focused evaluation in a real world project. Five issues that continue to create confusion in the field and that emerge from discussions of the stakeholder assumption and research on the personal factor are discussed. It is concluded that evaluators

should act on what is already known about utilization and evaluate those actions rather than do further isolated research on utilization. Preliminary observations on the problems of misutilization are also presented. (BS)

ED 261 096 TM 850 522

Langui, Marlin Naour, Paul

Sex Differences and Neurodevelopmental Variables: A Vector Model

Pub Date—1 Apr 85

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Development, Cognitive Development, *Cognitive Style, Developmental Stages, Early Childhood Education, Elementary Secondary Education, Individual Development, *Individual Differences, Learning Disabilities, *Models, Neurology, Prenatal Influences, *Sex Differences, Sex Role, Vectors (Mathematics)

Identifiers—Hormones

For the individual, gender difference falls along the feminine-masculine continuum with strong neurodevelopmental influences at various points throughout the lifespan. Neurodevelopmental influences are conceptualized in a vector model of sex difference. Vector attributes, direction and magnitude, are influenced initially by differences in levels of sex hormones at developmentally sensitive points in the lifespan. Hormonally induced variation is secondarily reinforced by sex role influences of society and culture. A hormonally induced and culturally reinforced vector model of sex differences is adequate to account for the large range of variation in cognitive and learning patterns of individuals within female and male populations, as well as the mean difference between the gender groups. (Author)

ED 261 097 TM 850 523

Abalos, Jose And Others

Statistical Methods for Selecting Merit Schools.

Pub Date—Apr 85

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Achievement Tests, Comparative Analysis, Cutting Scores, Elementary Education, Junior High Schools, *Merit Rating, *School Effectiveness, Socioeconomic Status, *Statistical Analysis, *Statistical Bias, Statistical Studies, Test Results

Identifiers—Florida Merit School Program, *Palm Beach County Schools FL, Stanford Achievement Test

This study investigated six statistical merit school selection methods using student scores on a nationally normed, standardized achievement test to identify merit schools. More specifically, its purpose was to select a method for the Palm Beach County School system which meets the Florida merit school program criterion of fairness in terms of socioeconomic status (SES). Stanford Achievement Test (SAT) 7 Reading Comprehension and Total Mathematics scores for grades 3, 4, and 5 were used in the elementary school analysis, and score for grades 7 and 8 in the middle/junior high school analysis. The methods of analysis investigated were (1) student-based regression; (2) school-based regression; (3) school-based multiple regression predicting mean gain with free lunch; (4) disaggregated percentile groups; (5) adjusting school mean scaled score gains by the differential performance of free and non-free lunch students; and (6) unadjusted mean scaled score gains. Four aggregation techniques combining indices across grades and subtests to yield a single school merit index (SMI) were presented and three methods of setting cutoff points were suggested. Results indicate that none of these merit school selection methods can be highly recommended. School-based regression analysis appeared the most acceptable for large school districts. Further research is recommended. (BS)

ED 261 098 TM 850 525

Cashin, William E.

Student Ratings: The Need for Comparative Data.

Pub Date—31 Mar 85

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, *College Students, *Comparative Analysis, Higher Education, Rating Scales, *Student Evaluation of Teacher Performance, Teacher Evaluation, Teacher Improvement, Test Reliability, Test Use, Test Validity

Identifiers—Evaluation Problems

There are four reasons why comparative data is needed for student ratings of faculty performance: (1) the considerable inflation of student ratings; (2) the great variability in the way students rate different items; (3) because student rating systems must be flexible and comparable; and (4) because of factors (such as student motivation, class size and academic field) which bias student ratings. Studies involving the Instructional Development and Effective Assessment System, the Student Instructional Report, the Purdue University Cafeteria System, the Instructor and Course Evaluation System, and the Course/Instructor Evaluation Questionnaire are used to illustrate these problems with student rating systems. It is concluded that without comparative data, use of student ratings for teaching improvements is misleading and use for personnel decisions is inaccurate at best. A 24-item bibliography is included. (BS)

UD

ED 261 099 UD 024 382

Haines, Roberta M., Comp.

Asian-American Media Skills Handbook.

Montgomery County Public Schools, Rockville, Md.

Pub Date—84

Note—107p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Asian Americans, Class Activities, Cultural Activities, *Cultural Education, Elementary Secondary Education, Evaluation Criteria, Geography Instruction, Information Sources, Learning Activities, Library Skills, Map Skills, *Skill Development

Identifiers—*Asia, Maryland (Montgomery County), *Media Skills

This handbook is for teachers to use in the classroom and as a reference source for information about Asia and Asian-Americans. The handbook uses information about geography and culture to teach skills such as almanac, atlas, and encyclopedia use. Other student exercises include: how to sequence a Chinese fairy tale and present it to the class, how to research a Chinese holiday using various reference sources and how to plan its celebration, and how to give a slide presentation using Asian subject matter. The handbook includes a guide to evaluation of materials about Asian-Americans, a list of the countries included in the category "Asia," and a listing of Asian embassies, information services, and organizations in the United States. The handbook closes with listings of the artifacts contained in a "Chinese Traveling Trunk" and a "New Americans Traveling Trunk," available on loan to district teachers for use in enhancing understanding of Asian culture. There is also a 20 page bibliography arranged by country. (CG)

ED 261 100 UD 024 385

Baswell, Thomas D. Curtis, James R.

The Cuban-American Experience. Culture, Images and Perspectives.

Report No.—ISBN-0-86598-116-7

Pub Date—84

Note—210p.

Available from—Rowman & Allanheld Publishers, 81 Adams Drive, Totowa, NJ 07512 (\$36.50).

Pub Type—Books (010) — Reports - Descriptive (141) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—*Acculturation, Art Expression, *Cubans, Demography, Eating Habits, Ethnic Stereotypes, *Family Life, *Hispanic American Culture, Hispanic Americans, Immigrants, Language Attitudes, Latin American History, *Political Attitudes, Political Influences, Population Distribution, Religion, Residential Patterns, Social Change, Youth

Identifiers—Florida (Miami)

This book is a discussion of the major social, economic, political, and geographical topics relating to Cuban settlement and culture in the United States. First, the book examines Cubans as an ethnic minority, as well as some of the events and people that have helped shape the popular images that Americans may have of this group. The focus then shifts to Cuba, giving an historical overview of the country's changing political, economic, and social systems. A chronological account of Cuban immigration to the United States follows. The next three chapters analyze the distribution and residential patterns of Cubans nationwide, the growth and impact of Cuban settlement in Miami, and the demographic characteristics of Cuban-Americans. Cuban language and religious patterns, artistic expression, and cuisine are then discussed. The final two chapters examine Cuban politics and ideology, the family and youth, and the process of acculturation and assimilation. (CG)

ED 261 101 UD 024 387

Hodgkinson, Harold L.

All One System: Demographics of Education, Kindergarten through Graduate School.

Institute for Educational Leadership, Washington, D.C.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Report No.—ISBN-0-937846-93-7

Pub Date—85

Note—22p.

Pub Type—Reports - General (140)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Access to Education, Birth Rate, Demography, Differences, Dropouts, Early Childhood Education, *Educational Needs, Elementary Secondary Education, Family Status, Higher Education, Minority Groups, Population Distribution, *Population Trends, Racial Composition, Regional Characteristics, School Demography, *School Holding Power

This report is a demographic study of the United States education system from kindergarten through post-graduate education. Part 1 provides a briefing on the major demographic trends that form the framework of the analysis in terms of: (1) number of births in different groups; (2) rate of age increase in various groups due to varying birth rates; (3) changes in family status; (4) differences in educational needs by region; and (5) education, including educational supply and job demand, and the growing need for day care and early childhood programs such as Head Start. Part 2 concerns the retention of students through the school system to high school graduation. Part 3 concerns the accessibility of college to different socioeconomic groups. Part 4 discusses retention of students through college graduation in the context of the number of years it takes students to reach that goal. Throughout, suggestions are offered on how to deal with the impact of increased minorities in the educational system and how best to structure curricula to better educate the population as a whole. (CG)

ED 261 102 UD 024 393

King, David C.

Education for a World in Change: A Report.

Intercom 96-97.

Global Perspectives in Education, Inc., New York, N.Y.

Pub Date—80

Note—67p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Curriculum Development, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, Futures (of Society), *Global Approach, Multicultural Education, Social Change, Student Needs, Technological Advancement, World Affairs

This report offers an agenda for developing educational approaches that provide a global perspective as a way of enhancing students' abilities to understand and cope with issues of social change. The report is divided into three parts. Part 1 argues for the necessity of a global perspective, with focus placed on the educational needs created by: the microcomputer; the emergence of a "global society";

growth in the employment of Americans in foreign posts; environmental and nuclear issues; the changing environment of the workplace; aging; and the decline of United States dominance within the world economy. Part 2 describes actions taken by various localities to initiate global education. Discussed in this section are: local initiatives and meeting local needs; textbooks and instructional materials; multicultural education programs and resources; a model program for mapping a school or community's ties to global networks; inservice programs; elementary school programs; State and Federal initiatives; and the role of professional organizations and other educational agencies. Finally, Part 3 addresses 20 commonly asked questions about the need for a global perspective in American education. (KH)

ED 261 103 UD 024 394

Pecheone, Raymond Shoemaker, Joan
An Evaluation of School Effectiveness Programs in Connecticut. Technical Report.
Connecticut State Dept. of Education, Hartford.
Pub Date—84
Note—97p.

Available from—Raymond Pecheone/Joan Shoemaker, Connecticut State Department of Education, P.O. Box 2219, Hartford, CT 06145.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Achievement Gains, Case Studies, Disadvantaged Youth, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, *Low Income Groups, *Mathematics Achievement, Program Evaluation, *Reading Achievement, *School Effectiveness
Identifiers—*School Effectiveness Program CT

This document presents the results of an evaluation of the usefulness to 14 participating schools of Connecticut's School Effectiveness Program, which focuses on the achievement performance of low-income students. The following are the evaluation's major findings, based on interviews, questionnaires, case studies, test data, and archival data: (1) changes are more likely in areas such as clear school mission and monitoring student progress, and less likely in areas addressing particular teaching techniques and other classroom practices; (2) a single school can set into motion districtwide policies and procedures for districtwide school effectiveness efforts; (3) the program's assessment and action planning procedures establish clear and valuable boundaries for the direction of school effectiveness efforts; (4) when more effective staff communication becomes a goal rather than the means to a goal, the emphasis of the school improvement efforts is compromised; (5) volunteerism is a central theme in the program, but some of the most needy schools do not volunteer; (6) the proportion of low-income students scoring below the 30th percentile decreased from 36 to 24 percent in math, from 41 to 32 percent in reading; the discrepancy between the proportion of low-income students achieving minimum proficiency and the proportion of all others achieving it narrowed from 19 to 10 percentage points in math, from 25 to 17 in reading; and (7) schools with the greatest achievement gains were the schools showing most progress in the school effectiveness program. Recommendations include calls for ongoing technical assistance to teachers and a statewide review of reading instruction. Appendices present the evaluation instrumentation and related data. (CMG)

ED 261 104 UD 024 395

Stanton, Roland And Others
Black History and Culture. Ideas and Activities for Studying.
North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—85

Note—40p.; Prepared by the Central Regional Education Center, Knightdale, NC.

Pub Type—Guides—Classroom—Learner (051)—Guides—Classroom—Teacher (052)—Historical Materials (060)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Black Achievement, *Black Culture, *Black History, *Business, Cultural Education, Curriculum Guides, Elementary Secondary Education, Learning Activities, *Music, *Politics

This booklet contains information, ideas, and activities to help schools celebrate Black History Week. It is devoted to black achievements in the areas of music, politics, and business with the intention of developing respect for, awareness of, and a sense of the relationship between past and present

events in the history of black Americans. There are sections on general black achievements, achievements in music, achievements in politics, and achievements in business. Each section includes facts about important people and events in that field, suggested activities for teachers to initiate in the classroom, and a bibliography. There is also a selection of excerpts from speeches by outstanding orators and champions of equal rights which, it is suggested, students should discuss. The final section is a set of quizzes concerning famous black individuals and black events. The booklet includes listings of birth dates of notable blacks and of magazines, periodicals, and newspapers written for black audiences. (CG)

ED 261 105 UD 024 401

Education in Utah: A Call to Action.
Utah State Board of Education, Salt Lake City.
Pub Date—Nov 83

Note—47p.; A report of the Utah Education Reform Steering Committee. For an addendum to this document, see UD 024 402.

Pub Type—Reports—General (140)—Opinion Papers (120)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, Curriculum Development, *Educational Change, Educational Facilities, Educational Finance, Educational Improvement, Educational Legislation, Educational Objectives, Educational Policy, Elementary Secondary Education, Government Role, Higher Education, *Productivity, School Districts, *State Aid, State Standards, *Teaching (Occupation)

Identifiers—*Utah

Recommendations of the Utah Education Reform Steering Committee are presented in this report. First, the recommendations are briefly summarized and challenges facing the State's provision of education are outlined. Next, specific recommendations are made in the following areas: elementary and secondary education; higher education; and facilities, growth, and productivity. The cost of the recommendations is then summarized and State revenue measures are suggested. Specific recommendations are then presented for legislative and policy changes at the State and local levels. In general, the reforms proposed in the report call for increased government spending in education and improvements in the quality of instruction offered to the public. Emphasis is placed on reducing costs per student while maintaining achievement standards, and on improving teachers' career development and compensation. A list of the members of the committee concludes the report. (KH)

ED 261 106 UD 024 402

Education in Utah: A Call to Action. Addendum.
Utah State Board of Education, Salt Lake City.
Pub Date—Jan 84

Note—21p.; A report of the Utah Education Reform Steering Committee. For related document, see UD 024 401.

Pub Type—Reports—General (140)—Opinion Papers (120)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Educational Change, Educational Finance, Educational Improvement, Educational Legislation, Educational Policy, Elementary Secondary Education, Government Role, Higher Education, Parent School Relationship, *Productivity, *State Aid, State School District Relationship, State Standards, *Teaching (Occupation)

Identifiers—*Utah

Clarifications to recommendations made in the Utah Education Reform Committee report, "A Call to Action," are presented in this addendum. Earlier recommendations relating to teachers are revised and clarified and new ones relating to class size, teachers' duties, instructional materials, and the student-parent-school relationship are added. Specific productivity proposals for public and higher education are also clarified. The report responds in particular to calls for greater flexibility and local initiative in implementing the Committee's proposals. (KH)

ED 261 107 UD 024 403

Baker, Paula And Others
Pathways to the Future. Vol. IV. A Report on the National Longitudinal Surveys of Youth Labor Market Experience in 1982. Revised.
Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Apr 84

Note—301p.; For the 1979, 1980, and 1981 surveys, see ED 236 219-221.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC13 Plus Postage.

Descriptors—Dropouts, *Education Work Relationship, *Employment Patterns, Federal Programs, High Schools, *High School Students, Job Search Methods, Job Training, Minority Groups, *Racial Differences, *Sex Differences, *Youth Employment

Identifiers—Employment Subsidies

The six papers which comprise this report analyze the labor market experience of youth as reflected in the 1982 results of a longitudinal study of a nationally representative sample of 32.9 million young people who were ages 14-21 as of January 1, 1979. Chapter 1, "The Nature and Consequences of High School Employment," by Ronald D'Amico and Paula Baker, reports that by the tenth grade about one third of students were employed for at least one week, with white males showing the highest percentage, and that the effects of employment on schooling appear to be positive. Chapter 2, "A Longitudinal Study of Reservation Wages, Duration of Job Search, and Subsequent Wages," by Choongsoo Kim, expands on previous studies concerned with whether the length of the job search period leads to subsequent wage gains. Chapter 3, "The Effectiveness of Job Search and Job Finding Methods of Young Americans," by John Wielgosz and Susan Carpenter, examines whether particular job search methods exert a significant influence on the duration of job search and level of job satisfaction. Chapter 4, "Race, Employment, and Educational Attainment," by Joan E. Crowley, argues that young people's desire for education is strong, and that their expectations are closely predictive of actual attainment. Chapter 5, "Long-Term Outcomes of Government-Subsidized Employment and Training Programs," also by Crowley, reports that such programs had little effect on subsequent employment either in terms of pay or of job satisfaction. Finally, Chapter 6, "The High School Dropout in an Overeducated Society," by William R. Morgan, discusses the finding that, by 1982, 4.8 million youth (14 percent of the 17-24 age youth cohort) had left high school and had no diploma or GED certification. (KH)

ED 261 108 UD 024 404

Thomas, Barb Novogradsky, Charles
Combating Racism in the Workplace: A Course for Workers.
Cross-Cultural Communication Centre, Toronto (Ontario).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.

Report No.—ISBN-0-9691060-2-5

Pub Date—83

Note—152p.; For the related readings kit, see UD 024 405.

Available from—Cross-Cultural Communication Centre, 965 Bloor Street West, Toronto, Ontario, Canada M6H 1L7 (\$8.00 Canadian).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Employee Attitudes, Employer Attitudes, *Ethnic Bias, Foreign Countries, Instructional Materials, *Labor Force, Postsecondary Education, *Racial Bias, *Racial Discrimination, *Racial Relations, Resource Materials, Unions, Workshops

Identifiers—*Canada, Immigration

This book provides the outline of a course designed to involve Canadian workers in talking openly and seriously about racism in the workplace. An introduction briefly describes the background, underlying assumptions, and purpose of the course. Following this are ten sections containing information for use at ten different training sessions. In each section, necessary student materials, teaching aids, and equipment are listed. Session objectives are discussed, instructions are given for running the session, and student assignments are suggested. The ten sections cover these topics: (1) how racism hurts workers; (2) analyzing racial situations in the workplace; (3) the employer's connection to racism; (4) Canadian immigration history: the workers' experience; (5) immigration policy and misconceptions about immigrants; (6) the creation and perpetuation of racist attitudes; (7) legislation against discrimination: limits and possibilities; (8) using the collective agreement to combat racism; (9) union practices to

resist racism; and (10) planning for action. Appendices provide annotated lists of selected audiovisuals for programs on racism and current resources and programs on racism, and information on the resources of the Department of the Secretary of State. (KH)

ED 261 109 UD 024 405

Thomas, Barb. Novogradsky, Charles. *Combating Racism in the Workplace. Readings Kit.*

Cross-Cultural Communication Centre, Toronto (Ontario).

Report No.—ISBN-0-9691060-3-3

Pub Date—83

Note—148p.; Sponsored by Multiculturalism Canada. For the related course book, see UD 024 404. Available from—Cross-Cultural Communication Centre, 965 Bloor Street West, Toronto, Ontario, Canada M6H 1L7 (\$7.00 Canadian).

Pub Type—Guides - Classroom - Learner (051) - Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Blacks, *Change Strategies, Employee Attitudes, Employer Attitudes, Foreign Countries, Immigrants, Labor Conditions, Minority Groups, *Racial Bias, *Racial Discrimination, *Racial Relations, Unions, *Work Environment

Identifiers—*Canada

Readings and exercises for use with a course for Canadian workers on racism and the workplace are included in this book. The materials are organized to reflect the themes of the ten sessions of the course: (1) racism hurts workers; (2) analysing racial situations in the workplace; (3) the employer connection to racism in the workplace; (4) Canadian immigration history: the worker's experience; (5) understanding immigration policy and misconceptions about immigrants; (6) the creation and perpetuation of racist attitudes; (7) legislation to fight discrimination: does it work? (8) using the collective agreement to combat racism; (9) union practices to resist racism; and (10) planning for action. (KH)

ED 261 110 UD 024 406

Lee, Enid. *Letters to Marcia: A Teacher's Guide to Anti-Racist Education.*

Cross-Cultural Communication Centre, Toronto (Ontario).

Spons Agency—Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate; Ontario Ministry of Citizenship and Culture, Toronto.

Report No.—ISBN-0-9691060-5-X

Pub Date—83

Note—84p.; Also sponsored by Atkinson Charitable Foundation.

Available from—Cross-Cultural Communication Centre, 965 Bloor Street West, Toronto, Canada M6H 1L7 (\$9.00 Canadian).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Class Activities, Elementary Secondary Education, Foreign Countries, Minority Groups, Parent School Relationship, *Racial Attitudes, *Racial Bias, Racial Relations, School Community Relationship, Services, *Staff Development, Teacher Attitudes, Teacher Role

Identifiers—*Canada

Staff development and classroom activities related to anti-racism are presented in this guide for Canadian teachers. The manual is divided into four chapters, plus an introduction and conclusion. Chapter 1 discusses the meaning of anti-racist education, and describes ways in which racism can affect the culture and society of a school. Each of the remaining chapters explores a different aspect of school life, but all are organized similarly, in four sections: a general discussion in the form of a letter to a teacher; staff development notes and activities; classroom activities; and resources. Chapter 2 describes ways of equalizing the partnership of the school and the community. It is addressed primarily to classroom teachers and administrators. Chapter 3, targeted primarily at classroom teachers, considers ways of using the curriculum to eliminate racist ideas. Finally, Chapter 4 provides methods for administrators, guidance counselors, and providers of support services to assess racism within the services they offer to students. The activities presented in this guide are meant to be integrated into existing programs, and are aimed at assisting students in developing a critical approach to social issues and in engaging in action to change unjust situations. (KH)

ED 261 111 UD 024 409

Carrasquillo, Angela L. Carrasquillo, Ceferino. *Annotated Bibliography on Return Migration to Puerto Rico.*

Pub Date—Jan 85

Note—23p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Demography, Hispanic Americans, *Puerto Ricans, Research Reports, United States History

Identifiers—Puerto Rico, *Return Migration, United States

This paper is an annotated bibliography on return migration from the mainland United States to Puerto Rico. An introduction defines the term "return migration" in the specific context of the Puerto Rican community. The introduction is followed by the bibliography, which lists and summarizes research studies and works dealing with demographic data and historical/philosophical information useful to those seeking to review the literature on return migration. Altogether, 63 works in Spanish and English are included and are listed alphabetically by author. The annotations vary in length from three lines to two or three paragraphs. (CG)

ED 261 112 UD 024 410

Ferdman, Bernardo M. Hakuta, Kenji. *A Population Perspective on Bilingualism in Puerto Rican Children.*

Pub Date—27 Apr 85

Note—12p.; Paper presented at the Society for Research in Child Development (Toronto, Canada, April 27, 1985).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, *Cognitive Ability, Demography, Elementary Education, *Elementary School Students, *Hispanic Americans, *Puerto Ricans, *Social Environment, Spanish Speaking

Identifiers—Connecticut (New Haven), Population Perspective

This paper considers the relationship between bilingualism and intelligence in Puerto Rican children from a population perspective. A population perspective refers to the idea that many of the variables considered by psychologists to be independent are, in fact, distributed non-randomly in the population, and that this distribution needs to be considered as an essential aspect of the phenomenon in question. Almost 400 elementary school students in a bilingual program in New Haven, Connecticut, who were homogeneous in terms of socioeconomic status (low) and ethnicity (Puerto Rican) were tested using measures of English and Spanish ability, metalinguistic skills, and nonverbal intelligence. Results, in general, supported the position of a positive relationship between bilingualism and cognitive ability. Along with the student testing, a large-scale survey of all parents of Puerto Rican elementary school students was carried out in an attempt to gain understanding of what characteristics described the subpopulation from which the cognitive study sample was drawn, in relation to the broader Puerto Rican community. It is argued that the relationships found between demographic characteristics and language use, within both the subgroup and the larger group, highlight the importance of understanding the social environment in which bilingualism develops if questions are to be asked about its effects, and that what happens to an individual child will be a function of an interplay of influences that cut across various levels of analysis. (CMG)

ED 261 113 UD 024 411

Murguia, Edward, Comp. *And Others. Ethnicity and Aging: A Bibliography. Checklists in the Humanities and Education: Series Number Eight.*

Report No.—ISBN-0-939980-03-7

Pub Date—84

Note—140p.

Available from—Trinity University Press, 715 Stadium Drive, San Antonio, TX 78284 (\$18.00).

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—*Aging (Individuals), American Indians, Asian Americans, Blacks, Demography, *Ethnic Groups, *Ethnicity, Health, Hispanic Americans, Life Style, Minority Groups, *Publi-

cations, *Resource Materials, Social Problems, Sociocultural Patterns, Socioeconomic Status, Whites

Literature on ethnicity and aging is listed in this bibliography, which is intended to assist researchers, teachers, and policymakers. The bibliography is divided into seven categories: (1) multiethnic and general studies; (2) Black Americans; (3) Hispanic Americans; (4) Native Americans; (5) Asian and Pacific Americans; (6) European origin ethnic groups; and (7) other bibliographies. Within each category, the cited materials are arranged by topical area. Topics covered include the following: crime, prison, and the legal system; death and dying; demographic and socioeconomic characteristics; food and nutrition; general; health, medicine and folk medicine; housing; leisure, marriage and family; mental health and life satisfaction; mortality; nursing homes and institutionalization; prejudice, discrimination; racism, and stereotyping; religion; rural living; social policy and politics; social security; support services; theory, research, and training; women; and work and retirement. Also included is a list of bibliographical resources and an author index. (KH)

ED 261 114 UD 024 412

Teacher Training Manual for Using Multi-Media Curriculum Aids on Minority Women.

Saint Paul Public Schools, Minn.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—Sep 82

Grant—G007901081

Note—74p.; Produced by the Urban Affairs Department, St. Paul Public Schools. For related documents, see UD 024 413-414.

Pub Type—Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, Elementary Secondary Education, *Females, Hispanic Americans, *Instructional Materials, *Minority Groups, *Teacher Education, *Workshops

This manual provides materials for planning and conducting a teacher training workshop on the use of multimedia curriculum aids developed by St. Paul Public Schools to inform elementary and secondary students about the status, needs, and contributions of American women of color (specifically, American Indians, Asian Americans, Blacks, and Hispanics). A general introduction discusses the contents of the manual; how to define a target group; personnel needed for implementing a workshop; facilities, equipment, and resources needed; participant involvement; processes and methods to be used in conducting a workshop; guidelines for workshop leaders; and workshop evaluation. Next, following a summary sheet and workshop agenda for leaders, outlines of sequential workshop components for step-by-step implementation in a two-day workshop are presented. Each component is outlined in respect to objectives, required materials, suggested procedures (both content and activities), and time schedules. Finally, an annotated bibliography on women of color is provided. (KH)

ED 261 115 UD 024 413

Minority Women in Math and Science.

Saint Paul Public Schools, Minn.

Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.

Pub Date—Sep 82

Grant—G007901081

Note—44p.; Produced by the Urban Affairs Department, St. Paul Public Schools. For the teacher's guide to this manual, see UD 024 414.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, Equal Opportunities (Jobs), *Females, Hispanic Americans, *Mathematics, *Minority Groups, Profiles, *Science Careers, Secondary Education, *Social Discrimination, Stereotypes

This booklet provides general information on minority women (Blacks, Hispanics, Asian Americans, and American Indians) in math and science careers and profiles of specific women in these fields. Part 1 gives brief profiles (approximately 150 words each) of 40 minority women in math and science careers. Each biography gives the individuals' current job, educational background, hobbies, and her suggestions to young women. In some cases personal information about the woman's family is given. Part 2 consists of a discussion of the barriers encountered by minority women in all phases of

career pursuit from childhood discouragement through difficulty in obtaining promotions once in their chosen field. These observations are supported by personal statements of women who have encountered these barriers. The booklet ends with a glossary of terms, a table showing numbers of men versus women in a variety of scientific and mathematical fields by race, and, finally, a listing of professional fields of study showing how much high school preparation is required for entry into these fields. (CG)

ED 261 116 UD 024 414
Minority Women in Math and Science. Teacher's Guide.

Saint Paul Public Schools, Minn.
Spons Agency—Women's Educational Equity Act Program (ED), Washington, DC.
Pub Date—Sep 82
Grant—G007901081
Note—34p.; Produced by the Urban Affairs Department, Saint Paul Public Schools. For related student booklet, see UD 024 413.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, *Females, Hispanic Americans, *Mathematicians, *Minority Groups, Multimedia Instruction, *Science Careers, Secondary Education, *Social Discrimination, *Stereotypes

This teacher's guide contains lessons and activities that serve as examples of ways to utilize the student booklet, *Minority Women in Math and Science*, in a variety of subject areas. The minority groups dealt with are American Indians, Asian Americans, Blacks, and Hispanics. The guide consists of eight lesson plans structured in a conceptual format. Information as to the subject area, grade level, and name of teacher who developed it are given. Each lesson plan has an organizational theme given under the heading "Key Concepts" (stereotyping, discrimination, careers) which should facilitate the incorporation of these lessons into ongoing curricula. One or more "generalizations" for each lesson provides teachers with a statement or statements of content emphasis. Specific behavioral objectives are followed by a section on teaching procedures and activities designed to help achieve those objectives; this section provides activities, discussion questions, worksheets, and ideas for use in presenting the main ideas of the lesson. To evaluate the effectiveness of the lessons, specific wrap-up activities are provided in an evaluative procedure section. A listing of books, articles, and other materials needed for each lesson follows each lesson plan. A bibliography lists resources for students and for teachers, a movie for classroom use, and relevant professional associations. (CG)

ED 261 117 UD 024 415
Investing in Our Children. Business and the Public Schools.

Committee for Economic Development, New York, N.Y. Research and Policy Committee.
Report No.—ISBN-0-87186-080-5
Pub Date—85
Note—134p.

Available from—Committee for Economic Development, 477 Madison Ave., New York, NY 10022 (\$9.50).

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Change Strategies, Curriculum Development, Educational Administration, Educational Change, *Educational Economics, Elementary Secondary Education, *Employment Potential, Management Development, Parent Role, Performance Factors, *Public Schools, *School Business Relationship, Student Needs, *Teacher Improvement, Vocational Education

This document presents a strategy for education reform. It focuses on four major issues: (1) the students' future employability; (2) strategies for increasing the nation's investment in education that would increase payoffs for students and society; (3) a program for upgrading the professionalism of teachers and improving the quality of education management; and (4) an examination of how business and schools can collaborate. The document is organized into chapters covering these four ideas and outlines the current problems and offers suggestions on how to improve the situation. In the chapter on employability, topics discussed are needed skills, curriculum adjustments, standards, parental responsibility, the school/business relationship, les-

sons from business management, and vocational education. The chapter on the nation's investment in education considers evaluation of that investment, choosing the best programs to invest in, lengthening the school day and year, and available financing options. The chapter on teachers describes the problem of decline in teacher quality and presents suggestions to improve motivation via compensation, work conditions, leadership, and changes in teacher education. The last chapter considers the shared goals and needs of schools and business, and describes examples of school/business collaboration that have worked. (CG)

ED 261 118 UD 024 416

Grassman, Herbert
Educating Hispanic Students. Cultural Implications for Instruction, Classroom Management, Counseling and Assessment.

Report No.—ISBN-0-398-05057-0

Pub Date—84

Note—264p.

Available from—Charles C. Thomas, Publisher, 2600 South First Street, Springfield, IL 62717 (\$26.75).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Acculturation, Classroom Techniques, Cognitive Style, *Cultural Differences, *Cultural Traits, Discipline, Elementary Secondary Education, Family Life, *Hispanic American Culture, *Hispanic Americans, Interpersonal Relationship, Language Proficiency, Language Styles, *Parent Counseling, Parent School Relationship, Parent Student Relationship, Socioeconomic Status, Student Evaluation, *Student School Relationship, Teaching Methods

This book presents the results of a study entitled "What Counselors, Educators, Psychologists and Others Should Know About the Hispanic Culture in Order to Work More Effectively with Hispanic Students and Their Parents" funded by the California Department of Education in 1982-83. Approximately 500 people (Hispanics and Non-Hispanics) from 19 states, the District of Columbia, Puerto Rico, Costa Rica, and Ecuador answered a 400-item questionnaire for this study. The questionnaire included descriptions of cultural traits supposedly characteristic of Hispanics living in the United States and suggestions on how professionals should take these cultural traits into account when working with Hispanic students and their parents. The book is in three parts. Part 1 consists of two chapters, one an introduction and one a description of the purposes and methodology of the study and the participants. Part 2, the core of the book, presents the results of the study. These are considered with regard to how they affect the instruction and classroom management of Hispanic students, the assessment of Hispanic students, and the counseling of the students and their parents. Comparisons of the responses of Hispanic and Non-Hispanic participants are also made. Part 3 contains conclusions and recommendations. A selected bibliography of articles and books about the Hispanic culture and its educational implications is included. (CG)

ED 261 119 UD 024 417

Stephenson, Robert S.

A Study of the Longitudinal Dropout Rate: 1980 Eighth-Grade Cohort Followed from June 1980 through February 1985.

Pub Date—Mar 85

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Americans, Blacks, Cohort Analysis, *Dropout Rate, Dropout Research, *Ethnic Groups, Hispanic Americans, Longitudinal Studies, *Racial Differences, Secondary Education, Whites

Identifiers—*Florida (Dade County)

Almost 19,000 Dade County Public School students—all the members of the 8th grade cohort in June 1980—were followed across four and a half years in a study of dropouts. Major findings include the following: (1) at the end of the follow-up period, 29.5% of the cohort had dropped out (19% of Asians, 26.4% of Whites, 29.3% of Hispanics, and 33.9% of Blacks; 26.8% of females and 32.1% of males); (2) almost 60% of the dropping out took place in the first two years of the follow-up; (3) compared to Whites and Hispanics, Blacks were more likely to drop out late in the follow-up period; (4) the dropout rate for Cuban-born Hispanics was

30% versus 28.8% for all other Hispanic students (the rate for pre-Mariel Cubans was 29.9%, for post-Mariel Cubans 33%); (5) the dropout rate for Haitian-born students was 38.8%, the highest of any group; (6) the dropout rate for exceptional (but not including gifted) students was higher than the regular student rate; and (7) students who were not out of phase (i.e. had not been kept back) by 8th grade were equally likely to drop out regardless of ethnic group, and were less than half as likely to drop out as students who were out of phase by that time. (The longitudinal method of calculating dropout rate used in this study is described and contrasted with the cross-sectional method in an appendix.) (CMG)

ED 261 120 UD 024 418

Martin, Oneida L. Friday, C. Jennifer
How Liberated Are We? A Black Perception of the Feminist Movement.

Pub Date—18 Mar 82

Note—17p.; Paper presented at the Annual Conference of the National Council for Black Studies (6th, Chicago, IL, March 18, 1982).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Attitudes, *Black Colleges, *Black Students, *Colleges, *Feminism, Higher Education, *Sex Differences

This study examined how blacks view the feminist movement and whether the type of college attended altered their attitudes. Data were assessed from 161 black college students (male and female) who attended either a predominantly black or predominantly white college. The chi-square test was used to measure and examine significant differences between the two groups. Results show that while 36% of the sample did not identify with the feminist movement, 55% did find some feminist ideas to be similar to theirs. Individual differences in views about the feminist movement did exist, but these differences were not a reflection of college attended, nor, overall, of the sex of the respondent. It is concluded that further investigation into the feminist attitudes of college students should be conducted and that black college students should be educated about the issues involved in the feminist movement. (CG)

ED 261 121 UD 024 419

Lewine, Daniel U. Eubanks, Eugene E.

Long-Term Relationships Between Socioeconomic Status, Race and Achievement in a Big-City School District.

Pub Date—31 Mar 85

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Black Students, Disadvantaged Schools, Elementary Education, Grade 6, Longitudinal Studies, Neighborhoods, Racial Composition, *Racial Factors, *Reading Achievement, School Desegregation, *Socioeconomic Status, Urban Schools, White Students

Identifiers—*Kansas City Public Schools MO

The links between sixth-grade reading achievement, race, and the socioeconomic status of schools and neighborhoods in the Kansas City School District (KCSD) from the 1950s to the present were examined. The data show that black students tended, as early as 1956, to be in poverty schools with low achievement and that this pattern has persisted. In 1957, predominantly black schools were in lower status neighborhoods than white schools, with 34% of adults in black school neighborhoods and 31% in white school neighborhoods having low status jobs. The low socioeconomic status of predominantly black schools was still in evidence in 1980, when 80% of students at schools which were 95% or more black in 1957 were eligible for subsidized lunch. Reading achievement in these schools was and remains concomitantly low. Average sixth grade reading scores at predominantly black schools were 5.64 in 1957 (the national average was 6.8), 5.45 in 1960, 5.03 in 1970, and 5.54 in 1980. In contrast, average scores at predominantly white schools were above the national average in 1957 and 1960 (7.43 and 7.28 respectively). During the 1960s and 1970s the KCSD changed from a largely white middle class school district to a predominantly black working class one. And by 1981 the percentage of KCSD schools that were low achieving pov-

erty schools had jumped from the 19% of 1960 to 80%, thus underlining the strong links between race, social status, and achievement. (CMG)

ED 261 122 UD 024 420

Walters, John Marcus. Laurence R.
Maximizing Retention Rates in Collegiate Programs for Disadvantaged Students.

Pub Date—85

Note—33p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Persistence, *College Faculty, College Instruction, College Preparation, *College Programs, College Students, Counseling Services, Curriculum Development, *Disadvantaged Youth, Higher Education, Policy Formation, Remedial Instruction, *School Holding Power, Tutorial Programs

Identifiers—New Jersey

Eight New Jersey State colleges which shared essentially the same goals and offered similar financial aid packages were studied in order to determine the relationship between persistence rates of disadvantaged students in opportunity programs and the role of faculty in such programs. Student data were provided by New Jersey's Equal Opportunity Fund (EOF) and covered students entering EOF programs as freshmen in summer 1980 and on through fall 1982. Information about the programs (admission criteria, administration, faculty role, institutional commitment to the program, program operation and services, and program directors' opinions about bars to retention and ways of improving retention) was obtained through indepth interviews with program directors. Examination of student and program data in terms of four quantifiable factors generally assumed to be related to retention—level of prior preparation, appropriate remediation, adequate counseling, and adequate tutoring—showed no direct relationship between these variables and retention rates. It is concluded that there is evidence to indicate that the crucial factor in retention is faculty involvement, and that retention rates can be improved if the college's faculty become integrally involved in the policy development, curriculum planning, instruction, and non-classroom operation of the programs supporting disadvantaged students. (CMG)

ED 261 123 UD 024 421

Kopple, Henry
Replicating Success: School District of Philadelphia.

Pub Date—1 Apr 85

Note—14p; Presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Educational Finance, *Educational Improvement, Elementary Secondary Education, Group Dynamics, *Improvement Programs, *School Effectiveness

Identifiers—Facilitators, Philadelphia School District PA, *Replicating Success PA

Replicating Success, a school improvement program in Philadelphia, is designed to raise the achievement level of all students in 30 selected, racially isolated, low achieving schools. Each school undertakes an extensive needs assessment process and then develops an individualized schoolwide plan which takes into account the characteristics of effective schools and incorporates five basic components: (1) use of Philadelphia's mandated curriculum in all curriculum areas; (2) monitoring of student performance in all curriculum areas; (3) use of a curricular component that addresses the students' self-image; (4) training of staff and administrators to support the reshaped school; and (5) training and use of parents. The most distinctive feature of the program is its focus on how the expectations of administrators, teachers, students and parents work upon one another. Other distinctive features are the program's heavy reliance on the role of the academic facilitator, and its funding basis—half private foundation, half Chapter 1. Problems encountered in implementing the program include principal resistance to the change in the principal's role from manager to instructional leader, general staff resistance to change, and the

difficulties in maintaining a balance between bureaucracy, the total school, and the individual classroom. Among the lessons learned from and about the program is the fact that reasons for program effectiveness are difficult to pin down, with some participants attributing it to principals, and others to individuals, school improvement councils, monitoring, or the outside facilitator. (CG)

ED 261 124 UD 024 424

Hsia, Jaylia
The Silent Minority: Asian Americans in Education and Work.

Pub Date—2 Apr 85

Note—16p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Opinion Papers (120)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Academic Persistence, *Asian Americans, Career Choice, *Educational Needs, Elementary Secondary Education, *Equal Opportunities (Jobs), Ethnic Groups, Ethnic Stereotypes, Higher Education, Immigrants, *Socioeconomic Status

Asian Americans are popularly stereotyped as possessing innate characteristics that enable them to achieve excellence in virtually all fields of endeavor. But the reality of contemporary Asian American experiences is more complex, less easily summed up, and not yet thoroughly documented or understood. Current evidence does suggest, however, that Asian Americans (who comprise 1.5 percent of the total United States population) perform more successfully in school than other groups. This does not necessarily mean, however, that Asian American students go on to better jobs and incomes. From preschool to graduate studies, the typical profile of Asian American abilities has been somewhat above average in math tasks, but lower than average in verbal tasks. Several theories have been advanced to explain why Asian Americans concentrate on mathematics and science, but it is clear that they will continue to face difficulties in career development unless they acquire the verbal fluency needed for advancement in any field. According to the 1980 census, the Asian American median family income was higher than that of White families, but the median salary of Asian academicians and of Asian scientists was still lower than that of their White counterparts. Without stronger verbal reasoning and communication skills, it is unlikely that Asian Americans will achieve more equitable salary structures, broadened professional networks, or more frequent invitations to play decisionmaking roles in the academic and professional worlds. (KH)

ED 261 125 UD 024 425

Stavros, Denny Moore, JoAnne E.
Two Perspectives on School Climate: Do Staff and Students See a School the Same Way?

Pub Date—85

Note—50p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Educational Environment, High Schools, School Administration, *School Effectiveness, *School Personnel, School Role, *Student Attitudes, Student School Relationship, Teacher Administrator Relationship, *Teacher Attitudes

Identifiers—*Detroit Public Schools MI

Two studies of school climate were conducted at Detroit's Boulevard High School in 1984, three years after the institution of a school improvement program. One study measured students' perceptions, the other assessed staff perceptions. Based upon the findings of this research, it became clear that in order to get a good picture of the school climate, data from both students and staff were needed. Staff and students had convergent opinions in many areas. The school's academic program was viewed positively by both groups. Students were positive about guidance and counseling, the curriculum, and the instruction. The staff were positive about related areas: frequent monitoring of student progress, and opportunity to learn and time-on-task. They viewed the department head, especially in the role of instructional leader, in a positive light. The staff did not feel safe in the school (and students did not participate in activities which would cause them

to remain at school after hours). Both students and staff were generally satisfied with the school, but had negative perceptions concerning Boulevard's administration. The staff viewed the principal as accessible but as a poor instructional leader. Students felt that the administration was not accessible, and they were not involved in the decision making process. And finally, while staff tended to have low expectations of student performance, students felt they were learning almost all they could and learning a lot in most or all classes. (Following the narrative, tabulated questionnaire responses are appended). (KH)

ED 261 126 UD 024 426

Sacks, Susan Riemer Brady, Patricia
Who Teaches the City's Children? A Study of New York City First Year Teachers.

Pub Date—Apr 85

Note—28p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Beginning Teachers, Elementary Secondary Education, Racial Differences, Sex Differences, *Teacher Attitudes, *Teacher Characteristics, *Teacher Morale, Urban Schools

Identifiers—*New York (New York)

In 1983, 602 first year New York City teachers participated in a questionnaire study of their backgrounds, motivations, personal attitudes and experiences, and the support structures they felt they needed to survive in their profession. Results indicate that regardless of gender, race, or religion, participants were proud to teach, well educated, concerned about children, fully engaged in their new profession, and relatively unstressed (although teachers of kindergarten through Grade 3, women, and Caucasians were slightly more stressed than other groups). Overall, first year teachers appear to be hard-working individuals who are motivated more by idealistic than pragmatic reasons for entering teaching. They also seem to be more concerned with their students' experiences than with their own experiences as new teachers, and this is an indication of the transition from self-preoccupation to pupil-centeredness that is necessary for effective teaching. However, the fact that there were so few differences among the 602 teachers of diverse backgrounds and experiences, from every grade level and city borough, suggests that the first teaching year may have a normalizing effect. The new teachers gave strong support for retired teachers to serve as mentors for first-year teachers in 1984, and a study of this intervention is underway. (KH)

ED 261 127 UD 024 427

Harping, Sharon A.
Inclass Alternatives to Traditional Chapter 1 Pull-out Programs.

Pub Date—Apr 85

Note—14p; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Case Studies, *Class Organization, Educational Environment, Educationally Disadvantaged, Elementary Secondary Education, *Program Implementation, *Remedial Programs, School Districts, Special Education, Teacher Aides

Identifiers—*Education Consolidation Improvement Act Chapter 1

Seven alternative approaches used by school districts dissatisfied with the Chapter 1 pullout model are described in this paper. The problems the districts encountered are discussed, and the viability of implementing similar programs in other districts is assessed. The seven programs include two replacement models, two aide-based delivery service designs, an incass reading program for the secondary level, an incass elementary level program combined with an incass lab model, and a traditional incass program which evolved over time. The alternative programs, it is said, were developed to overcome such problems as classroom disruption, scheduling difficulties, student movement disturbances, fragmentation of instruction, loss of time, and the stigmatizing of Chapter 1 participants. (KH)

ED 261 128

UD 024 428

Tobler, Emanuel

The Changing Face of Poverty. Trends in New York City's Population in Poverty: 1960-1990. Community Service Society of New York, N.Y. Pub Date—Nov 84

Note—141p.

Available from—Community Service Society of New York, 105 East 22nd Street, New York, NY 10010 (\$9.00).

Pub Type—Reports - Descriptive (141)
Document Not Available from EDRS.

Descriptors—*Adolescents, Blacks, Children, Economic Factors, Employment Patterns, *Females, Futures (of Society), Hispanic Americans, Labor Force Nonparticipants, Labor Market, *Minority Groups, *Population Trends, *Poverty, Trend Analysis, Unemployment, Welfare Services
Identifiers—*New York (New York)

This report is the first product of the Community Service Society's Economic and Social Monitoring Unit which analyzes and forecasts the status of the poor in New York City (NYC). The report documents the following major findings: (1) nationwide, there are now fewer elderly and more minorities and women among the poor; the trends in New York City are the same, but the city has a higher poverty rate than the nation as a whole (24% for the city, 15% nationwide); (2) NYC's poor are dominated by women and children; (3) NYC has concentrations of poverty in selected neighborhoods; (4) as the rate of poverty has increased in NYC, relatively fewer of the city's poor have received Aid to Families with Dependent Children and Home Relief; (5) declines in the numbers of manufacturing and retail jobs account, in part, for the increase in poverty; (6) there are high rates of unemployment among Black and Hispanic teenagers and these groups have relatively low rates of labor market participation; (7) NYC has a growing cohort of young adult poor with few job skills and little experience; minorities are overrepresented in this group; (8) population projections through 1990 indicate that there will be proportionately more female-headed households and more minority youth in the future; and (9) since these vulnerable groups will be growing in number and since the city's job opportunities and economic growth will probably not keep pace, it is projected that by 1990 more than one in every four New Yorkers will be living in poverty. These findings are elaborated upon throughout the report and supported by statistical data. Each section includes a bibliography. (CG)

ED 261 129

UD 024 429

Marshall, Eleanor Carter, Anjan
Child Watch: New York City. Report of the New York City Monitoring Project.

Community Service Society of New York, N.Y. Spons Agency—Children's Defense Fund, Washington, D.C.; New York Community Trust, N.Y. Pub Date—Mar 83

Note—34p.

Available from—Community Service Society of New York, 105 East 22nd Street, New York, NY 10010 (\$3.00).

Pub Type—Reports - Descriptive (141)
Document Not Available from EDRS.

Descriptors—*Budgeting, *Children, *Federal Programs, Federal Regulation, Federal State Relationship, Financial Support, *Health Programs, *Low Income Groups, Mothers, Poverty, Poverty Programs, *Retrenchment

Identifiers—Cutback Management, Medicaid, *New York (New York), Special Supplement Food Program Women Infants Child, Title V Maternal Child Health Services

As part of Child Watch, a national monitoring project set up in 1982 to determine the effects of Federal funding cuts and changes in health and social programs on children from low-income families, three programs in New York City were chosen for study. The three programs, which provided health services for low-income children and their mothers, were Medicaid, the Title V Maternal and Child Health and Crippled Children's Services Program, and the Special Supplemental Food Program for Women, Infants, and Children (WIC). From April through December 1982, representative advocacy agencies, program administrators, health care providers, parents, and community leaders were surveyed through personal interviews and questionnaires. The major findings from the survey were: (1) the near poor were hurt the most by cuts in health and social programs; (2) New York State did not eliminate any benefits or categories of beneficiaries from its Medicaid program; (3) health care

providers experienced substantial reductions but chose to alter their operations rather than cut their caseloads. Following the narrative, appendices describe study methodology, the types of agencies and individuals contacted for the survey, and the three programs monitored in New York City. (CG)

ED 261 130

UD 024 430

Stafford, Walter W.

Closed Labor Markets: Underrepresentation of Blacks, Hispanics and Women in New York City's Core Industries and Jobs.

Community Service Society of New York, N.Y. Pub Date—Jan 85

Note—228p.

Available from—Community Service Society of New York, 105 East 22nd Street, New York, NY 10010 (\$13.50).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Blacks, *Employment Patterns, Employment Problems, *Equal Opportunities (Jobs), *Females, *Hispanic Americans, Labor Market, Minority Groups, Promotion (Occupational), Racial Discrimination, Sex Differences, Sex Discrimination, Unemployment

Identifiers—*Labor Force Segmentation, *New York (New York), Private Sector

Federal and State employment data were examined in a study of the industrial, occupational, and job segmentation of Blacks, Hispanics, and Whites by sex in New York City's private sector. Primary focus was placed on the effects of the city's growing service-oriented economy on the employment patterns of Blacks and Hispanics. The study found that Blacks and Hispanics are poorly represented in the city's expanding core industries, even in non-supervisory jobs. They are concentrated in lower-level jobs in peripheral industries, many of which are declining. With the exception of banks, insurance companies, telephone communications, and department stores, Blacks and Hispanics remain concentrated in their traditional bases of employment: Blacks are confined largely to health and social services and Hispanics are found primarily in the lower-paying nondurable goods and service industries. A key to many of the continuing employment problems of New York's Black and Hispanic workers is that Whites have increased their dominance in most of the city's expanding service-oriented industries while also increasing their share of employment in non-supervisory jobs in all industries. (Author/KH)

ED 261 131

UD 024 431

Florander, Jasper

From the Bottom and Up. Flexible School Reform and a Decentralized System. The Case of Denmark.

Pub Date—Dec 84

Note—11p.; Paper presented at the International Conference on Education in the '90s: Equality, Equity and Excellence (1st, Tel-Aviv, Israel, December 16-19, 1984). Best copy available.

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, Educational Improvement, Elementary Secondary Education, Equal Education, *Foreign Countries, *Government Role, *Grouping (Instructional Purposes), Nondiscriminatory Education, Politics of Education, *Track System (Education)

Identifiers—*Denmark

Over the last 10 years, Danish schools have made a rapid transition from a selective system to a comprehensive system. By 1990, it is estimated, practically no schools in Denmark will differentiate between "basic" and "advanced" students. Although most Western European countries have attempted comprehensive schooling, few have had Denmark's success. There are at least six reasons for this development: (1) Denmark is decentralized by tradition: crucial decisions are left to the local authorities, not the government. (2) Obligatory schooling has an exceptionally long tradition in Denmark. (3) For many years, Denmark has had a small number of students per class. (4) As a result of decentralization, there are few specific experimental schools or research and development centers. Reform is allowed to come from teachers themselves. (5) Denmark's innovative strategy is unsystematic and perhaps confusing, but it is pragmatic and it works. (6) This pragmatism, built in to every Danish school, permits deviation from gov-

ernment regulations and allows schools to respond to parents' opinions, pupils' home background, and the composition of the teaching staff. Innovations developed at schools often spread to other schools with little bureaucratic administration. Educational legislation is then changed to bring it more in line with daily school practice. The future of non-differentiation has yet to be decided politically. But equal education depends on non-differentiation, education of the individual to become a sound member of society. Teaching must be differentiated, not pupils. (KH)

ED 261 132

UD 024 432

Self Assessment Guidelines for Administrators of High School Cooperative Work Experience Programs.

National Child Labor Committee, New York, N.Y. Spons Agency—Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich. Pub Date—84

Note—77p.; Also funded by Atlantic Richfield Foundation.

Pub Type—Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—High Schools, Job Training, *Program Evaluation, *School Business Relationship, Vocational Education, *Work Experience Programs

Identifiers—*Cooperative Work Experience Programs

A self-assessment questionnaire is presented in this document for use by high school administrators collecting information on which to base recommendations and plans for improving the effectiveness of cooperative work experience (CWE) programs. A format for assessment in each of the following areas is given: characteristics of students, staff, and employers; public relations; employer recognition; overall evaluation and recommendations; community support; support for program by employers' personnel; status of CWE program in the school system; citizen advisory or steering committee; selecting and training teacher-coordinators; program planning; define goals and policies; program administration; training agreement; resources for teacher-coordinators; criteria for selecting work stations; program evaluation; recruiting employers; dealing with employers' problems; orienting employers and supervisors; evaluation of students' work performance by employer; monitoring the work station; relating in-school and on-the-job learning; jobs designed to meet developmental needs; developing the work station to meet students' needs and increase learning opportunities; training work supervisors; related class curriculum; training plan; preparing students for work assignments; matching students and jobs; use of work performance evaluation by the coordinator; programs for students with special needs; role of the guidance counselor; selecting and assigning students; and students' orientation to cooperative education. (KH)

ED 261 133

UD 024 433

Seltzer, Richard Thompson, Edward, III
Attitudes towards Discrimination and Affirmative Action for Minorities and Women.

Howard Univ., Washington, D.C. Inst. for Urban Affairs and Research.

Pub Date—Feb 85

Note—140p.

Available from—Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 (\$5.00).

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Affirmative Action, *Black Attitudes, Equal Opportunities (Jobs), Federal Programs, *Females, *Public Opinion, Racial Differences, *Racial Discrimination, Sex Differences, *Whites

Public attitudes toward affirmative action and racial discrimination were measured in a telephone survey of 648 respondents in the Washington, DC metropolitan area. In addition to focusing on how government affirmative action policies impact on racial minorities and women, the study investigated individual attitudes on the extent of racial discrimination at the workplace and in society. The survey produced four major findings: (1) there are significant differences in the attitudes on affirmative action held by Blacks and Whites; (2) the attitudes held by "advantaged" (high income and/or middle or upper class) Blacks differ from those of less ad-

vantaged Blacks; (3) White women and Blacks differ significantly in their attitudes on the perceived major beneficiaries of affirmative action. White women are more supportive of affirmative action programs than are White males, but these differences are small when compared to interracial differences; and (4) on abstract questions, well-educated Whites hold more liberal attitudes on affirmative action than less-educated Whites. However, there are no significant differences between well and poorly educated Whites when they are asked to support applied policies advancing affirmative action. These findings suggest that affirmative action has been more successful in promoting debate than in increasing employment opportunities for a growing number of structurally unemployed Blacks. (KH)

ED 261 134 UD 024 435

The United Nations Decade for Women, 1976-1985: Employment in the United States. A Report for the World Conference on the United Nations Decade for Women 1976-1985.

Department of Labor, Washington, D.C.

Pub Date—Jul 85

Note—158p.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Agency Cooperation, *Economic Status, Elementary Secondary Education, *Employed Women, *Employment Opportunities, *Employment Patterns, Employment Problems, Equal Opportunities (Jobs), *Federal Legislation, Federal Programs, Minority Groups, Policy Formation, Private Agencies, Public Policy, Sex Discrimination, Unemployment, Womens Education. Identifiers—Department of Labor, *Womens Bureau

The employment experiences of women in the United States between 1976 and 1985 are discussed generally in this report. Following a summary of major developments, the report is divided into six parts. The first part describes the economic aspects of changes in women's economic status. Their labor force status is assessed and characteristics of women in the workplace and other labor force segments e.g., business ownership, farm work, apprenticeship, are described. Part 2 summarizes Federal policy developments that have addressed issues such as equal employment opportunity, access to better jobs, education and job training, pay equity, retirement programs, policy support for day care services, pregnancy and work, occupational safety and health, sexual harassment, equal rights, and international policies regarding women. Part 3 reports on Women's Bureau research activities dealing with the impact of technological change on women's employment opportunities; needs of immigrant, refugee, and entrant women; career transitions of women in professions; the impact of job dislocation; and the effect of military service on post-service employment of women. Part 4 reports on the work done by the Women's Bureau to expand women's employment opportunities and to strengthen its cooperation with other government departments and agencies. Part 5 lists the activities of nongovernmental organizations concerned with women's needs. Finally, Part 6 makes projections about the future in terms of the labor force, educational requirements, training needs, and public policy. Appended are labor force data, a list of key provisions in Federal legislation and regulations affecting women, and selected references. (KH)

ED 261 135 UD 024 436

Minorities & Women in the Health Fields. 1984

Edition.

Health Resources Administration (DHHS/PHS), Hyattsville, MD. Div. of Health Professions Analysis.

Report No.—DHHS(HRSA)HRS-DV-84-5

Pub Date—Sep 84

Note—228p.; For related document, see ED 242 259.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type—Numerical/Quantitative Data (110) — Reports - General (140)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Admission (School), *Allied Health Occupations Education, American Indians, Asian Americans, Blacks, *Employment Patterns, *Enrollment Trends, *Females, *Health Occupations, Hispanic Americans, *Minority Groups, Postsecondary Education, Secondary Education, Vocational Education

This report provides selected information on minorities and women working in the health fields or preparing for them as students in health professions schools. The report is in two sections. The first section consists of tables presenting educational and employment data for racial and ethnic minorities in the health fields, with accompanying text. The second section contains substantially the same information, classified by sex rather than by race and ethnicity. Each section begins with an overview and then presents and analyzes statistics pertaining to the following areas of specialization: multidiscipline; allopathic medicine; osteopathic medicine; dentistry; optometry; pharmacy; podiatry; veterinary medicine; nursing; public health; and allied health. Altogether, 93 statistical tables are included in the main body of the report, most of them containing information on health school applications, enrollments, and degrees conferred. An appendix contains baseline data and a parity index. (KH)

ED 261 136

UD 024 440

Silva, Helga

The Children of Mariel From Shock to Integration:

Cuban Refugee Children in South Florida

Schools.

Cuban American National Foundation, Washington, DC.

Spons Agency—Department of Education, Washington, DC.

Pub Date—85

Note—71p.

Available from—Cuban American National Foundation, 1000 Thomas Jefferson St., N.W. Washington, DC 20007 (\$2.00).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Acculturation, Bilingual Education Programs, Bilingual Teachers, *Cubans, Elementary Secondary Education, Federal Aid, Haitians, Hispanic Americans, *Immigrants, *Limited English Speaking, *Refugees

Identifiers—Florida (Dade County), *Mariel Cubans, Nicaragua

This report describes the impact on the Dade County, Florida, public school system of the 125 Cuban (and some Haitian) refugees arriving in the Mariel exodus. In September 1980 the school system had to absorb 13,000 new refugee students. Preparing for the students included hiring many bilingual teachers, reopening schools that had closed, establishing special entrant schools and programs, and obtaining funding. In the first year overcrowding was a drastic problem, with as many as 60 students in some classes. Many of the students were not well prepared, with median scores of 33% in basic reading skills and 24% in mathematics tests in Spanish. A further problem was the Marxist education the children had received in Cuba, which meant that there were extreme differences in the educational material they had covered and the methodology they were accustomed to. In general, it is reported, the schools were successful in accommodating these students, although some students "fell through the cracks" and others—mostly older unaccompanied minors—were never enrolled in the schools. The report concludes with a description of ongoing concerns, including the lack of an adequate Federal government response to the crisis and related experiences with Nicaraguan refugees. Included are a bibliography, appendices outlining costs of the refugee program, recommended instruction materials for students with limited English proficiency, a listing of programs for limited English proficient students, and a comparison of elementary school programs for students classified independent in English versus those limited in English. (CG)

ED 261 137

UD 024 441

Lacayo, Carmela G.

Income Fact Sheet on Older Hispanics.

Asociacion Nacional Pro Personas Mayores, Los Angeles, Calif.

Pub Date—[83]

Note—7p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Females, *Hispanic Americans, *Income, *Older Adults, *Poverty

Identifiers—Bureau of the Census

This brief income fact sheet presents information on the poverty of elderly Hispanics compiled from Bureau of the Census data. The report notes that Hispanics over 65 are more than twice as likely to

be poor as elderly whites. Poverty has increased by 13,000 among Hispanics while decreasing by 102,000 for all older Americans. Approximately one out of four (26.6%) older Hispanics was classified as poor by the Census Bureau; this level is the second highest ever recorded for Hispanics since the Census began tabulating data on this group. Poverty is particularly widespread among older Hispanic women. In 1982, the poverty rate for older Hispanic women (31.4%) was more than twice that of their Anglo counterparts (15.1%). Other elderly Hispanics do not fall into the set criteria for poverty but live so near this line that there is not perceptible difference, making the total number living in poverty 244,000. Moreover, these figures do not fully depict the dimensions of elderly Hispanic poverty. Other factors to be considered are Census undercounting of Hispanics and exclusion of people living with others who are not classified as poor. (CG)

ED 261 138

UD 024 443

Walton High School Bilingual Language Arts

Survival Training, 1983-1984. O.E.A. Evaluation

Report.

New York City Board of Education, Brooklyn, N.Y.

Office of Educational Evaluation.

Pub Date—[84]

Grant—G00-830-2649

Note—55p.; Appendices contain small, broken type.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education Programs, *English (Second Language), High Schools, *Native Language Instruction, Program Evaluation, *Second Language Instruction, Spanish Speaking. Identifiers—New York (Bronx)

This evaluation report summarizes results of the Bilingual Language Arts Program (BLAST), Walton High School, Bronx, New York, 1983-1984. BLAST was designed as a transitional program emphasizing student integration into society. The program provided instruction in English as a second language and native language arts, as well as bilingual instruction in social studies, science, mathematics, typing, and career orientation. Quantitative analysis of student achievement data indicates that: (1) most program students manifested improved oral/aural English language skills on the New York City Fluency Scale; (2) the yearly average passing rate for students in E.S.L. classes was 72%; (3) students demonstrated overall passing rates of 95% (fall) and 98% (spring) on both the city-wide and Regents examinations in Spanish; (4) overall passing rates in mathematics, science, and social studies courses were quite similar for both program and mainstream students; (5) overall passing rates in elective career courses were high; and (6) the attendance rate of program students was statistically significantly higher than the attendance rate of the school as a whole. Recommendations for improving the program include developing health careers and computer literacy components, a bilingual program counselor, guidance office follow-up of students in mainstream classes, recruitment of a certified bilingual mathematics teacher, and workshops for project and school staff to further educate them in bilingual curricula. (CG)

ED 261 139

UD 024 444

Douglas, Harry E. III

Sharing: The Key of Networking. Proceedings of the Annual Conference of the National Society of Allied Health (Houston, Texas, March 30-31, 1984).

Charles R. Drew Postgraduate Medical School, Los Angeles, Calif.

Spons Agency—Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.

Pub Date—Mar 84

Contract—HRSA-84-220(P)

Note—123p.

Pub Type—Collected Works - Proceedings (021) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Allied Health Occupations, *Allied Health Occupations Education, Allied Health Personnel, *Black Colleges, Career Counseling, *College Planning, High Schools, Leadership, Minority Groups

Identifiers—*Networking

The topic covered at the 1984 annual meeting of the National Society of Allied Health (NSAH) was networking among schools of allied health and health related professionals concerned with increas-

ing the numbers of minorities (Blacks, Hispanics, Native Americans) in the allied health and health related fields. This booklet is a compilation of the proceedings. The stated objectives of the meeting were to (1) identify benefits of sharing resources for the development and maintenance of allied health programs; (2) provide information and model programs for developing allied health programs; (3) identify and bring together key minority people in organizations involved in the field; (4) provide strategies for establishing a network between educational institutions in the field; and (5) promote minority participation in seeking leadership positions in the field. These themes were developed in the speeches given by a variety of professionals in the field from government and educational institutions. One paper was also presented which described a model health career counseling program for urban high school students. The proceedings conclude with a short note about the contributors and an address listing of participants. (CG)

ED 261 140 UD 024 446

To Whom Do They Belong? "A Profile of America's Runaway and Homeless Youth and the Programs That Help Them."

National Network of Runaway and Youth Services, Inc., Washington, DC.

Pub Date—Jul 85

Note—39p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Welfare, *Family Problems, Government Role, *Runaways, *Social Services, *Youth Problems, *Youth Programs

A profile and needs assessment of runaway and homeless children was produced using survey data gathered from 210 youth services agencies throughout the United States. The National Network of Runaway and Youth Services conducted this survey to provide policymakers and the media with information about successful, cost-effective crisis intervention services. Shelter programs, it was found, work well. In order to maintain and strengthen their effectiveness, however, programs require: more resources for specialized staff training; capital improvement of their facilities; increased capacity for more youth; adequate staff salaries; additional service components; and, most crucially, complementary services for meeting the diverse youth and family problems. Furthermore, to reach unserved and underserved communities, urban programs expressed the need for additional (but not larger) facilities, and rural programs expressed the need for serving adjoining counties or unserved communities. Five major public policy recommendations were derived from the survey: (1) Congress and the Reagan Administration should increase the annual appropriation of the Runaway and Homeless Youth Act; (2) in States lacking runaway and homeless youth legislation, government should augment private and Federal funds to serve these youth; (3) the Department of Health and Human Services should conduct further national studies and data collection activities on runaway and homeless youth, the children served by shelters, and the family dynamics which foster runaway behavior; (4) concerned policymakers, youth service professionals, and others must sustain a public education media campaign which focuses on the problems and needs of troubled youth; and (5) Congress and the Administration should enact a "National Youth Policy" to coordinate existing youth programs and create a legislative framework in which remaining needs and problems can be addressed. (KH)

ED 261 141 UD 024 447

Multicultural Women's Summer Institute Bibliography.

Spons Agency—Illinois Univ., Chicago.

Pub Date—83

Note—30p.; Bibliography prepared for the Multicultural Women's Summer Institute (Chicago, IL, July 10-30, 1983).

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—American Indians, *Asian Americans, *Blacks, *Females, Higher Education, *Hispanic Americans, Latin Americans, Mexican Americans, *Multicultural Education, Puerto Ricans, *Reading Materials

Literature on women of color for use in planning and teaching interdisciplinary courses on women in the United States are listed in this bibliography,

which was compiled at the Multicultural Women's Summer Institute sponsored by the Women's Studies Program of the University of Illinois at Chicago in 1983. Journal articles and books by and about American Indian, Asian-American, Black, and Hispanic (Chicano, Puerto Rican, and Latin American) women are cited. (KH)

Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors* and the *Identifier Authority List*, are in word-by-word alphabetical order.

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Descriptor _____ **Microcomputers**
Title _____ **Public Education and Electronic Technologies.**
 _____ **ED 226 725** _____ **Accession Number**

Identifier _____ **National Assessment of Educational Progress**
Title _____ **Reading, Science, and Mathematics Trends. A Closer Look.**
 _____ **ED 227 159** _____ **Accession Number**

Absenteeism (Employee)

Work Place Impact of Working Parents. Preliminary Report.

ED 260 847

Abstract Reasoning

Automatization and Abstract Problem-Solving as Predictors of Academic Achievement.

ED 261 065

Abstracts

Resources in Education (RIE). Volume 21, Number 1.

ED 260 173

Academic Achievement

Assessing Outcomes in Higher Education: Practical Suggestions for Getting Started.

ED 260 677

Automatization and Abstract Problem-Solving as Predictors of Academic Achievement.

ED 261 065

The Average Achievement Test Score: A Demagogic Statistic.

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The first part of the history of the world is the history of the creation of the world, and the history of the first man, Adam, who was created by God in the image and likeness of God.

The second part of the history of the world is the history of the fall of man, and the history of the first sin, which was committed by Adam and Eve in the garden of Eden.

The third part of the history of the world is the history of the flood, and the history of the destruction of the world by water, which was sent by God to punish the wickedness of the world.

The fourth part of the history of the world is the history of the tower of Babel, and the history of the confusion of languages, which was sent by God to punish the pride of the world.

The fifth part of the history of the world is the history of the call of Abraham, and the history of the promise of the Messiah, which was given to Abraham by God.

The sixth part of the history of the world is the history of the birth of Jesus Christ, and the history of his life, which was lived in the world for the redemption of the world.

The seventh part of the history of the world is the history of the resurrection of Jesus Christ, and the history of his ascension into heaven, which was the first step towards the redemption of the world.

The eighth part of the history of the world is the history of the descent of the Holy Spirit, and the history of the establishment of the church, which was the second step towards the redemption of the world.

The ninth part of the history of the world is the history of the life of the church, and the history of the growth of the church, which was the third step towards the redemption of the world.

The tenth part of the history of the world is the history of the final judgment, and the history of the last day, which was the fourth step towards the redemption of the world.

The eleventh part of the history of the world is the history of the new heaven and the new earth, and the history of the new Jerusalem, which was the fifth step towards the redemption of the world.

The twelfth part of the history of the world is the history of the eternal life, and the history of the glory of the saints, which was the sixth step towards the redemption of the world.

The thirteenth part of the history of the world is the history of the church in the world, and the history of the church in the future, which was the seventh step towards the redemption of the world.

The fourteenth part of the history of the world is the history of the church in the world, and the history of the church in the future, which was the eighth step towards the redemption of the world.

The fifteenth part of the history of the world is the history of the church in the world, and the history of the church in the future, which was the ninth step towards the redemption of the world.

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The thirtieth part of the history of the world is the history of the church in the world, and the history of the church in the future, which was the twenty-fourth step towards the redemption of the world.

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Preparing Humanists for Work: A National Study of Undergraduate Internships in the Humanities.

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Physical Education Curriculum Guidelines, Grades K-12. Curriculum Development.

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Affective Education and the Severely Impaired.

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Really Together Now! A Resource and Activity Guide for the Developmentally Disabled. Molehills Out of Mountains.

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Old Enough to Care. Teacher's Guide. A Series of 6/15-Minute Programs for High School Students about Aging.

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The Representation of Basic Addition and Subtraction Word Problems.

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ED 260 392

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Intergenerational Programs: A Resource for Community Renewal.

ED 260 979

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Instructional Strategies for Using Microcomputers in Vocational Education.

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A Guide to Learning Curve Technology to Enhance Performance Prediction in Vocational Evaluation. Research Utilization Report.

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Women's Bureau (DOL), Washington, D.C.

Time of Change: 1983 Handbook on Women Workers. Bulletin 298.

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Including All of Us: An Early Childhood Curriculum about Disability.

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Myself and Women Heroes in My World. Kindergarten Social Studies: Sojourner Truth, Harriet Tubman, Queen Liliuokalani, Amelia Earhart, Maria Tallchief, [and] Sonia Manzano.

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Women at Work, Home and School. First Grade Social Studies: Susan LaFlesche, M.D., Mary McLeod Bethune, Dorothea Lange, Rachel Carson, Chien-Shiung Wu, [and] Nancy Lopez.

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Dare to be Creative! A Lecture Presented at the Library of Congress (Washington, DC, November 16, 1983).

ED 260 428

Debating United States Water Policy: A Preliminary Analysis. A National Federation Publication for the 1985-86 National High School Debate Topic.

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Byline Canada: The 1984 National Newspaper Awards.

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- ED 260 474
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- Adult Learning in the Workplace. A Report of a Resource Group Meeting Held at Teachers College, Columbia University (New York, New York, June 7, 1985).
- ED 260 214
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- ED 260 233
Beyond Retrenchment: Planning for Quality and Efficiency. Proceedings: Forum of the European Association for Institutional Research (6th, Brussels, Belgium, August 21-24, 1984).
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Child Care: Options for the Eighties. A Report of a Conference (Racine, Wisconsin, February 11-13, 1982).
- ED 260 799
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- ED 260 999
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- ED 260 702
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- ED 261 023
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- ED 260 599
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- ED 260 661
Sharing: The Key of Networking. Proceedings of the Annual Conference of the National Society of Allied Health (Houston, Texas, March 30-31, 1984).

- ED 261 139
Siblings of Mentally Retarded and Developmentally Disabled Persons. Proceedings of the Annual National Seminar (1st, New York, N.Y., May 19-20, 1983).
- ED 260 548
Siblings, Parents and Professionals Working Together to Advance Knowledge and Service. Proceedings of the Annual National Seminar Dealing with Siblings of Mentally Retarded and Developmentally Disabled Persons. (2nd, New York, New York, June 11-12, 1984).
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- ED 260 285
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Vocational Rehabilitation and End Stage Renal Disease. Proceedings of the Workshop (Denver, Colorado, December 11-13, 1979).
- ED 260 193
What Is Good Writing? Proceedings of a Conference at the University of Connecticut (Storrs, Connecticut, December 6, 1980).
- ED 260 440
Work, Disability and Rehabilitation. Papers on Vocational Rehabilitation and Employment of People with Disabilities presented at the European Conference on Research in Rehabilitation (1st, Edinburgh, Scotland, April 6-8, 1983).
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- Toward a Comprehensive Model of Clustering Skills. NSIEE Occasional Paper #1. ED 260 641
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- Using Student Performance in Planning. ED 260 747
- Wheelchair User and Able-Bodied College Student Interaction: Scoring Manual. ED 260 565
- Why They Don't Come Back: A Study of Non-Returning Students at John Tyler Community College, Winter 1985 to Spring 1985. ED 260 745

(170) Translations

- Selected Preschool Screening and Diagnostic Instruments: A Technical Review. ED 260 834
- (171) Multilingual/Bilingual Materials**
- American Government. A High School Bilingual Supplement for Cambodian Students. ED 260 589
- American Government. A High School Bilingual Supplement for Laotian Students. ED 260 587
- American Government. A High School Bilingual Supplement for Vietnamese Students. ED 260 588

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PS015299	ED260829	SE045962	ED260922	SP026224	ED261015//	UD024404	ED261108
PS015300	ED260830	SE045963	ED260923//	SP026229	ED261016	UD024405	ED261109//
PS015301	ED260831	SE045964	ED260924	SP026233	ED261017	UD024406	ED261110
PS015302	ED260832	SE045965	ED260925	SP026235	ED261018	UD024409	ED261111
PS015303	ED260833	SE045966	ED260926	SP026260	ED261019	UD024410	ED261112
PS015304	ED260834	SE045967	ED260927	SP026296	ED261020	UD024411	ED261113//
PS015305	ED260835	SE045968	ED260928	SP026297	ED261021	UD024412	ED261114
PS015306	ED260836	SE045969	ED260929	SP026301	ED261022	UD024413	ED261115
PS015307	ED260837	SE045970	ED260930	SP026304	ED261023	UD024414	ED261116
PS015308	ED260838	SE045971	ED260931	SP026343	ED261024	UD024415	ED261117
PS015309	ED260839	SE045972	ED260932	SP026356	ED261025	UD024416	ED261118//
PS015310	ED260840	SE045973	ED260933	SP026359	ED261026	UD024417	ED261119
PS015311	ED260841	SE045974	ED260934	SP026389	ED261027	UD024418	ED261120
PS015312	ED260842	SE045975	ED260935	SP026392	ED261028	UD024419	ED261121
PS015313	ED260843	SE045976	ED260936	SP026415	ED261029	UD024420	ED261122
PS015329	ED260844	SE045977	ED260937	SP026444	ED261030	UD024421	ED261123
PS015331	ED260845	SE045978	ED260938	SP026450	ED261031	UD024424	ED261124
PS015332	ED260846	SE045979	ED260939	SP026468	ED261032	UD024425	ED261125
PS015333	ED260847	SE045980	ED260940	SP026469	ED261033	UD024426	ED261126
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PS015350	ED260851	SE045985	ED260944	SP026473	ED261037	UD024430	ED261130//
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		SE046000	ED260946	SP026475	ED261039	UD024432	ED261132
		SE046001	ED260947	SP026476	ED261040	UD024433	ED261133
				SP026477	ED261041	UD024435	ED261134
RC015375	ED260853			SP026478	ED261042	UD024436	ED261135
RC015377	ED260854			SP026479	ED261043	UD024440	ED261136
RC015378	ED260855	SO015869	ED260948	SP026479	ED261043	UD024441	ED261137
RC015379	ED260856	SO016095	ED260949	SP026480	ED261044	UD024443	ED261138
RC015380	ED260857	SO016220	ED260950	SP026481	ED261045	UD024444	ED261139
RC015381	ED260858	SO016398	ED260951	SP026482	ED261046	UD024446	ED261140
RC015389	ED260859	SO016399	ED260952	SP026483	ED261047	UD024447	ED261141
RC015390	ED260860	SO016400	ED260953	SP026485	ED261048		
RC015393	ED260861	SO016403	ED260954	SP026490	ED261049		
RC015400	ED260862	SO016543	ED260955	SP026497	ED261050		
RC015401	ED260863	SO016545	ED260956	SP026507	ED261051		
RC015402	ED260864	SO016608	ED260957	SP026514	ED261052		
RC015403	ED260865	SO016671	ED260958	SP026515	ED261053		
RC015404	ED260866	SO016714	ED260959	SP026535	ED261054		
RC015405	ED260867	SO016719	ED260960	SP026538	ED261055		
RC015407	ED260868	SO016720	ED260961	SP026543	ED261056		
RC015412	ED260869	SO016721	ED260962	SP026562	ED261057		
RC015413	ED260870	SO016723	ED260963	SP026585	ED261058		
RC015414	ED260871	SO016731	ED260964	SP026624	ED261059		
RC015417	ED260872	SO016732	ED260965	SP026735	ED261060		
RC015420	ED260873	SO016733	ED260966				
RC015424	ED260874	SO016738	ED260967				
RC015432	ED260875	SO016746	ED260968				
				TM850265	ED261061		

the first two columns of the table. The third column shows the number of observations in each cell. The fourth column shows the expected number of observations in each cell under the null hypothesis of independence. The fifth column shows the standardized residuals, which are the differences between the observed and expected frequencies, divided by the square root of the expected frequency. The sixth column shows the standardized residuals squared, which are the squared standardized residuals. The seventh column shows the contribution of each cell to the chi-square statistic, which is the sum of the squared standardized residuals. The eighth column shows the total chi-square statistic, which is the sum of the contributions of all cells. The ninth column shows the degrees of freedom, which is the number of cells minus one. The tenth column shows the p-value, which is the probability of observing a chi-square statistic as large as the one observed, assuming the null hypothesis is true.

The chi-square test is a good test for independence when the sample size is large and the expected frequencies are not too small. However, when the sample size is small or the expected frequencies are small, the chi-square test may not be appropriate. In such cases, Fisher's exact test is a better alternative. Fisher's exact test is based on the hypergeometric distribution, which is the probability distribution of the number of successes in a fixed number of trials, when the probability of success is unknown. Fisher's exact test is exact, meaning that it gives the exact probability of observing a test statistic as large as the one observed, assuming the null hypothesis is true. Fisher's exact test is often used when the sample size is small or the expected frequencies are small.

Another test for independence is the likelihood ratio test. The likelihood ratio test is based on the likelihood function, which is the probability of observing the data given the parameters of the model. The likelihood ratio test compares the likelihood of the data under the null hypothesis to the likelihood of the data under the alternative hypothesis. The likelihood ratio test is often used when the sample size is large and the expected frequencies are not too small. The likelihood ratio test is also used when the sample size is small or the expected frequencies are small, but it is more complex than the chi-square test and Fisher's exact test.

In conclusion, the chi-square test, Fisher's exact test, and the likelihood ratio test are all tests for independence. The chi-square test is the most commonly used test, but it may not be appropriate when the sample size is small or the expected frequencies are small. Fisher's exact test is a better alternative in such cases, but it is more complex than the chi-square test. The likelihood ratio test is also a good test for independence, but it is more complex than both the chi-square test and Fisher's exact test. Therefore, the choice of test depends on the sample size and the expected frequencies.

THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since October 1983. They are, therefore, not included in the 10th (1984) edition of the *Thesaurus of ERIC Descriptors*.

ADAPTIVE TESTING

Feb. 1984

SN Testing that involves selecting test items according to the examinee's ability as shown by responses to earlier test items

UF Flexilevel Testing
Response Contingent Testing
Stradapive Testing
Tailored Testing

Aerobic Dance

USE AEROBICS; DANCE

AEROBICS

Jan. 1984

SN (Scope Note Changed) Method of achieving physical conditioning and fitness by stimulating heart (pulse rate) and lung (oxygen intake) activity through successively longer periods of vigorous exercise, thereby by gradually expanding the capacity of the cardiovascular and respiratory systems

AIR TRAFFIC CONTROL

Jan. 1983

SN Scheduling and monitoring the flow of air traffic at airports, during approaches, and en route

ALTERNATIVE ENERGY SOURCES

Oct. 1984

SN Sources of energy other than conventional fossil fuels (petroleum, coal, natural gas) or nuclear fission/fusion (note: see also related identifiers such as "Renewable Resources" and "Synthetic Fuels")

ANDRAGOGY

Mar. 1984

SN The art and science of the facilitation of adult learning, distinguished from child-oriented "Pedagogy" in terms of learner self-direction, application of knowledge and experience, learning readiness, orientation to the present, and problem-centeredness

UF Andragogy

AQUATIC SPORTS

Jan. 1983

UF Water Sports

BADMINTON

Jan. 1984

BIOETHICS

Jan. 1983

SN Discipline dealing with the moral and social implications of practices and developments in the biological sciences and medicine

BOWLING

Apr. 1983

SN (note: do not confuse with the identifiers "Lawn Bowling" and "Cricket (Sport)")

UF Tempins

Budget Cuts

USE BUDGETING; RETRENCHMENT

Church State Separation

USE STATE CHURCH SEPARATION

CLIENT CHARACTERISTICS (HUMAN SERVICES)

Oct. 1984

SN Distinguishing traits or qualities of persons who engage the assistance of human service workers (counselors, psychologists, physicians, nurses, social workers, etc.)

UF Client Background (Human Services)

Computer Programs (Del Jun84)

USE COMPUTER SOFTWARE

COMPUTER SOFTWARE

Jan. 1984

SN Logical sequences of instructions used to direct the actions of a computer system, and accompanying documentation (note: corresponds to Pubtype code 101 and should not be used except as the subject of a

document—this restriction was not carried prior to Jun84 under the former term "Computer Programs"—if appropriate, use the more specific term "Courseware")

UF Computer Program Documentation
Software (Computers)

Computerized Adaptive Testing

USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer Adaptive Testing" as USE Reference)

Computerized Tailored Testing

USE ADAPTIVE TESTING; COMPUTER ASSISTED TESTING (Replaces "Computer Tailored Testing" as USE Reference)

Conference Skills (Communication)

USE COMMUNICATION SKILLS

CONSERVATISM

Jan. 1983

SN Philosophy or disposition that generally supports the preservation or reinstatement of traditional values and statutes in social or political affairs

COURSEWARE

Jan. 1984

SN Computer software and accompanying documentation written for instructional applications (note: prior to Jun84, this concept was indexed by "Computer Programs," postings of which have since been merged to "Computer Software")

UF Instructional Software

DATA ANALYSIS

Jul. 1966

SN (Scope Note Changed) Preparation of factual information items for dissemination or further treatment (includes compiling, verifying, ordering, classifying, and interpreting)

DATA INTERPRETATION

Jan. 1983

SN Explanation of the meaning, implications, or limitations of factual information

DISLOCATED WORKERS

Mar. 1984

SN Workers who have lost their jobs because of economic and technological changes in a business or industry, e.g., plant closings or relocation, increased competition, automation, or market fluctuations

UF Disemployment
Displaced Workers

DIVING

Jan. 1983

SN Plunging into water in a prescribed manner (note: do not confuse with "Underwater Diving")

UF Platform Diving
Springboard Diving
Tower Diving

DOCUMENTATION

Jul. 1966

SN (Scope Note Changed) Techniques used to collect, process, organize, store, and retrieve documents (note: use "Computer Software" for computer program documentation)

Drawing (Computerized)

USE COMPUTER GRAPHICS

Drawing (Freehand)

USE FREEHAND DRAWING

Drawing (Precision Draft)

USE DRAFTING

EARLY RETIREMENT

Mar. 1984

SN Withdrawal from one's occupation or career at an earlier age or time than is mandatory or customary

EDUCATIONAL ASSESSMENT

Jan. 1974

SN (Scope Note Changed) Determining and interpreting the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocation (note: do not confuse with "Educational Diagnosis" or "Testing")

ENDANGERED SPECIES

Oct. 1984

SN Plants or animals in danger of extinction

ENERGY EDUCATION

Jan. 1983

("Energy Education (Conservation)" deleted as USE Reference)

SN Learning/teaching activities, often interdisciplinary in nature, that focus on such topics as energy resources, conversions, conservation, forms, uses, and issues—includes both general and technical educational programs

ESTUARIES

Apr. 1983

SN Mouths of rivers, and other semi-enclosed bodies of water, that are open to the sea and within which fresh and salt water are mixed by runoff and tides

EYE CONTACT

Apr. 1983

SN Direct eye-to-eye contact between individuals

FAMILY HISTORY

Jan. 1983

SN History that identifies or traces the structure, size, membership, customs, ethnicity, migration, socioeconomic status, biological characteristics, or lineal descent of a family or families

FAMILY VIOLENCE

Oct. 1984

SN Injurious or abusive physical force among members of a family or household

UF Domestic Violence (Family)

FENCING (SPORT)

Jan. 1984

UF Epee Fencing

GENEALOGY

Jan. 1983

SN History or account of lineal descent from an ancestor or ancestors

UF Ancestral Lineage
Family Trees

GEOTHERMAL ENERGY

Oct. 1984

SN Power derived from the earth's heat

GESTALT THERAPY

Jan. 1983

SN Form of psychotherapy focusing on the totality of the individual's current functioning and relationships rather than on past experiences or developmental history—individual or group techniques are designed to elicit spontaneous feelings and self-awareness

HABITUATION

Oct. 1984

SN Progressive decrease in responsiveness to repetitive stimuli (note: for drug habitation, use "Drug Abuse" or "Drug Addiction")

HANDBALL

Apr. 1983

SN Singles or doubles game played by striking a small rubber ball against a wall or walls with the hands (note: do not confuse with "Team Handball")

HANDICAP DISCRIMINATION

Jan. 1984

SN Restriction or denial of rights, privileges, and choice because of physical, mental, or sensory impairment

HAZARDOUS MATERIALS

Oct. 1984

SN Ignitable, corrosive, infectious, reactive, or toxic materials that pose a present or potential threat to living things

UF Dangerous Materials

THESAURUS ADDITIONS AND CHANGES

- Hazardous Wastes**
USE HAZARDOUS MATERIALS; WASTES
- HELPING RELATIONSHIP** Nov. 1970
SN (Scope Note Changed) Relationship characterized by the provision of assistance—helping behavior may be one-sided or reciprocal
- High Technology**
USE TECHNOLOGICAL ADVANCEMENT
- HOLIDAYS** Oct. 1984
SN Days set aside for commemorating historical, cultural, religious, or other special events—often marked by cessation of ordinary work or school activity (note: if appropriate, use the more specific term "Religious Holidays")
- HOME HEALTH AIDES** May 1971
SN (Scope Note Added) Workers who, under professional supervision, provide routine health/personal care and housekeeping services in homes of disabled, ill, or elderly clients
- ICE HOCKEY** Apr. 1985
- Illegal Immigrants (Del Feb84)**
USE UNDOCUMENTED IMMIGRANTS
- INFERENCES** Jan. 1985
SN Judgments or conclusions derived from premises or evidence (note: see also such Identifiers as "Causal Inferences," "Transitive Inferences," and "Social Inferences")
- Inhalation Therapists (Del Jan85)**
USE RESPIRATORY THERAPY; THERAPISTS
- INSTRUCTIONAL MATERIAL EVALUATION** Jan. 1984
SN Determining the efficacy, value, etc. of any type of instructional material with respect to stated objectives, standards, or criteria (note: use as a minor Descriptor for examples of this kind of evaluation—use as a major Descriptor only as the subject of a document)
- LANGUAGE SKILL ATTRITION** Jan. 1985
SN The loss of native or second language skills due to discontinued use (note: do not confuse with "Language Handicaps")
UF Language Attrition (Skills)
Language Loss (Skills)
- LIBERALISM** Jan. 1985
SN Philosophy or disposition that seeks to use social and political institutions to foster human development and well-being—originally advocated freedom from government encroachment, but currently endorses government intervention when necessary to ensure individual welfare
- LIBRARY COLLECTION DEVELOPMENT** Apr. 1985
SN Activities related to building, maintaining, evaluating, and expanding library collections—includes user needs assessment, budget management, selection policy formation, resource sharing, and weeding (note: prior to Apr85, the instruction "Collection Development (Libraries), use Library Acquisition" was carried in the Thesaurus)
UF Collection Development (Libraries)
- LIBRARY STATISTICS** Apr. 1985
- LOGARITHMS** Oct. 1984
SN Exponents that indicate the power to which base numbers are raised to produce given numbers
- MARITIME EDUCATION** Feb. 1984
SN Learning/teaching activities concerned with building, operating, and navigating boats, ships, and other floating structures, as well as related harbor and dock technology
- MARXIAN ANALYSIS** Mar. 1984
SN Application of Marxist concepts, principles, and models in any field (e.g., educational or historical or literary criticism)
UF Marxist Criticism
- MARXISM** Mar. 1984
SN Body of social, economic, and political thought originating with Karl Marx and Friedrich Engels—distinguished by the labor theory of value, the principles of dialectical materialism and economic determinism, and the doctrine of revolutionary change leading to a classless society
UF Dialectical Materialism
- MEDIA ADAPTATION** Jan. 1985
SN Modification of existing information and materials to meet alternative needs
UF Educational Media Adaptation
Instructional Material Adaptation
Material Adaptation
- MINERALOGY** Oct. 1984
SN Science dealing with minerals, including their distribution, identification, and properties
- MINERALS** Oct. 1984
SN Solid homogeneous chemical elements or compounds, usually with characteristic crystalline properties, that result from inorganic processes of nature
- MONTE CARLO METHODS** Mar. 1984
SN Statistical simulation techniques using random numbers to derive probabilistic approximations to the solutions of problems—used especially for complex problems with many variables or interrelationships
- MULTITRAIT MULTIMETHOD TECHNIQUES** Apr. 1985
SN Experimental validation designs requiring the assessment of two or more traits, each by two or more methods
UF MTMM Methodology
- NATURALISTIC OBSERVATION** Oct. 1984
SN Observation of behaviors and events in natural settings without experimental manipulation or other interference
- NONTENURED FACULTY** Feb. 1984
SN Academic staff who have not received tenure (permanence of position) at their school or institution—includes those awaiting tenured appointments and those who are ineligible for tenure
UF Nontenured Teachers
Untenured Faculty
- OCEANOGRAPHY** Mar. 1980
SN (Scope Note Changed) Science that deals with the oceans and other large bodies of water, including their exploration, preservation, use, and interactions with air, dry land, and all life forms
- ONLINE SEARCHING** Apr. 1985
SN Use of an interactive communications terminal to access and retrieve information stored in a computer (note: prior to Apr85, this concept was indexed under "Online Systems" and "Information Retrieval")
UF Interactive Searching (Online)
Online Information Retrieval
- OUTLINING (DISCOURSE)** Jan. 1985
SN The sequential enumeration in condensed form of the main ideas and supporting details of written or spoken material
- Parenting**
USE CHILD REARING
- PARENTING SKILLS** Oct. 1984
SN Child rearing skills used by parents or other primary caregivers
UF Parent Skills
- PARTICIPANT OBSERVATION** Oct. 1984
SN Observation in which the investigator participates in the situation being studied
- PHENOMENOLOGY** Oct. 1984
SN Study of reality in terms of individual perceptions or conscious experiences at any moment, without external interpretation and judgment
- PLATE TECTONICS** Oct. 1984
SN Branch of geophysics and seismology concerned with continental movements, based on the theory that the earth's surface is comprised of vast crustal blocks that float across the mantle, with seismic activity and volcanism occurring primarily along the periphery of these blocks
- PREPOSITIONS** Jan. 1985
- PSYCHIATRIC AIDES** Jan. 1969
SN (Scope Note Added) Persons who assist in the care and treatment of mentally ill patients in psychiatric facilities, working under the direction of nursing and medical staff
- RACQUET SPORTS** Jan. 1984
UF Racket Sports
- RACQUETBALL** Jan. 1984
- RELIGIOUS HOLIDAYS** Oct. 1984
UF Holy Days
- RESEARCH PAPERS (STUDENTS)** Jan. 1985
SN Extended written exercises required of students, usually involving collection of primary or secondary data through research, and careful documentation and organization (note: do not confuse with "Theses" or "Practicum Papers")
UF Term Papers
- RESPIRATORY THERAPY** Jan. 1985
SN Diagnosis and treatment of cardiopulmonary deficiencies or abnormalities through the use of breathing methods and apparatus, and the administration of gases and aerosols
UF Oxygen Inhalation Therapy
- RESUMES (PERSONAL)** Jan. 1985
SN Summaries of individual experience and qualifications, typically submitted as part of the job application process
UF Curriculum Vitae
Vitae
- ROBOTICS** Mar. 1984
SN Study, design, and use of robots, mechanical devices that can be programmed to perform tasks of manipulation and locomotion under automatic control
UF Industrial Robotics
Robots
- ROLE OF EDUCATION** Jan. 1985
SN Functions of education, real or expected, in regard to the individual and the society at large (note: use a more precise term if possible)
UF Education Role
(Former Use Reference "Educational Role" was deleted)
- SAILING** Jan. 1985
- SCIENTIFIC AND TECHNICAL INFORMATION** Apr. 1985
SN The body of information resulting from the study and systematic application of natural scientific phenomena (note: use only when such information is the subject—do not use to classify items as scientific and/or technical)
UF Science Information
Scientific Information
Technical Information
Technological Information
- SMALL ENGINE MECHANICS** Mar. 1984
SN Assembly, operation, and repair of reciprocating internal-combustion engines used on lawnmowers, garden tractors, chain saws, and other portable power equipment—small engines are generally air-cooled and under 20 horsepower
- STUDENT TEACHER ATTITUDES** Jan. 1984
SN Attitudes of, not toward, student teachers
- Student Teacher Ratio (Del Dec 84)**
USE TEACHER STUDENT RATIO
- Student Teacher Relationship (Del Dec84)**
USE TEACHER STUDENT RELATIONSHIP
- SUGGESTOPEDIA** Jan. 1985
SN Method of teaching, developed by Georgi Lozanov, in which relaxed concentration is combined with synchronized music and rhythmic presentation to tap the unconscious reserves of the mind and thereby accelerate learning—originally applied in language courses, but since expanded to a variety of learning tasks
UF Lozanov Method

 THESAURUS ADDITIONS AND CHANGES

SURFING	<i>Jan. 1985</i>	TEAM HANDBALL	<i>Apr. 1985</i>	UNDOCUMENTED IMMIGRANTS	<i>Feb. 1984</i>
SURGICAL TECHNICIANS	<i>Jul. 1966</i>	SN Team sport played on a rectangular floor (court) whose object is to dribble and pass an inflated ball with the hands so as to throw it into a netted, floor-level end goal		SN Persons residing in a foreign country without proper authorization, having entered that country by unlawful means or having violated the provisions of their visas	
UF Ping Pong				UF Alien Illegality	
				Illegal Aliens	
				Immigrant Illegality	
TABLE TENNIS	<i>Apr. 1985</i>	TEAM SPORTS	<i>Jun. 1984</i>	Undocumented Workers	
UF Ping Pong				USE FOREIGN WORKERS; UNDOCUMENTED IMMIGRANTS	
TEACHER STUDENT RATIO	<i>Dec. 1984</i>	TERRORISM	<i>Oct. 1984</i>		
		SN Threat or use of violence against a population or government to achieve social or political ends		WATER POLO	<i>Jan. 1985</i>
TEACHER STUDENT RELATIONSHIP	<i>Dec. 1984</i>	TODDLERS	<i>Oct. 1984</i>		
UF Student Teacher Interaction		SN Approximately 1-3 years of age			
Teacher Student Interaction		UNDERWATER DIVING	<i>Jan. 1985</i>		
		UF Deep Sea Diving			
		Scuba Diving			
		Skin Diving			

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